DOCUMENT RESUME

ED 199 057 SE 034 276

TITLE Population Education As Integrated Into Development Programmes: A Non-Formal Approach. Abstract - Bibliography, Series 1: In Seven Parts.

INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.

PUB DATE 80

NOTE 98p.; Not available in hard copy due to colored print throughout entire document.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS *Adult Education; Adults; Agricultural Education; *Developing Nations; Developmental Programs; Economic Development; Environmental Education; *Integrated Curriculum; International Programs; *Nonformal Education; *Nonschool Educational Programs; *Population Education

ABSTRACT

In many countries in Asia and Oceania, various development programs such as agriculture and health services have included population education components. Presented in this set of abstract-bibliographies are summaries of publications which describe such population education efforts that use the nonformal approach. Documents selected illustrate different models and approaches to nonformal population education, provide an inventory of the institutions and organizations that are involved, and report on population education workshops and conferences. Part 1 contains national case studies on the out-of-school population education programmes, part 2 -- population education in agriculture, part 3 -- population education in the labour sector, part 4 -- population education in literacy, part 5 -- population education in the out-of-school youth programme, part 6 -- population education in rural development, and part 7 -- curriculum and instructional materials. (WE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Population Education As Integrated Into Development Programmes: A Non - Formal Approach

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Carmelita Villanueva
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED199057

Abstract - Bibliography
Series 1 : In Seven Parts

SE 034 276

Population Education Clearing House
Unesco Regional Office for Education in Asia and Oceania
Bangkok, Thailand 1980

Unesco 1980

Published by the
Unesco Regional Office for Education in Asia and Oceania
P.O. Box 1425, Bangkok G.P.O.
Bangkok, Thailand

Printed in Thailand

Opinions expressed in this publication do not necessarily coincide with official views of Unesco. No expression of opinion is intended herein concerning the legal status or the delimitations of the frontiers of any country or territory.

The material printed herein may be reproduced in small part only by sending three voucher copies of the reproduction to the Population Education Clearing House, Unesco, Bangkok, at the address above. If it is desired to reprint an entire book, either in English or in translation, permission must be obtained from the Director of Unesco, Bangkok.

INTRODUCTION

One of the principles of the educational systems in many countries in Asia and Oceania is to provide equal access to educational opportunities to each citizen. Most of these countries have depended heavily upon the formal education system to achieve this objective. They have succeeded in greatly increasing enrolments at different levels, though still falling far short of their needs. They are thus faced with an ever-increasing problem of huge numbers of left-out and dropped-out children, in addition to the already existing millions of adult illiterates. At present, the formal educational system is hardly catering to the learning needs of 50 per cent of the population. The developing countries in the region find it extremely difficult, if not impossible, to provide additional formal educational facilities to meet the learning needs of all their citizens. This leaves us with millions of out-of-school youth and adults in Asia and Oceania who make individual as well as collective decisions every day affecting the welfare of the individual, family, community, and nation. These millions of people rarely have any educational programme which could help them to understand the dynamics of decision-making and the implications of rapid population growth. These alarming conditions thus make out-of-school programmes in population education indispensable.

Many Asian countries are carrying out some population education activities to reach the people who are not in school. However, the lack of motivation for learning on the part of the youth and adults always poses a basic constraint, especially the illiterate and the poor, in carrying out the programme efficiently. This is not difficult to understand. They have been constantly told that many big things are being done for their benefit but these often have not even met their basic needs like food and shelter. Apathy for learning usually comes from lack of relevance of learning situation to these needs. What they want is help in finding solutions to their most urgent problems and anxieties. Logically, people in such a situation can be drawn into any activity, including the learning activity, only when it is oriented toward solving their anxieties and problems. It is for this reason that many population education activities are now being integrated into various development programmes such as food and agriculture, employment and labour, literacy, family planning, health and nutrition and others which are all directed to answering the more immediate needs of the people. These efforts by various international and national organizations have been extensively documented in reports, case studies, books, manuals, handbooks and other learning materials.

These documents have been compiled and selected by the Population Education Clearing House to comprise the first of a series of abstract-bibliographies on various aspects of population education. The series at present is to come out twice a year. This Abstract-Bibliography Series One is devoted to population education as integrated into various de-

velopment programmes using the non-formal approach. Its main objective is to show how various development programmes have introduced population concepts into their non-formal activities in the planning, implementation and evaluation stages. As such, the documents selected deal comprehensively on different models, approaches and strategies employed in bringing population education a part of various development programmes; provide an inventory of institutions or organizations undertaking population education including the experiences and lessons learned from pilot-testing such models; and reports of conferences and workshops where these experiences were shared and common projects were planned. Reading through reports of conferences and workshops that have been held over the years in this field will provide readers with a view of how various countries have developed alternative strategies and presented fresh insights and dimensions to the solution of old problems.

Secondly, the abstract-bibliography was also prepared with the object of providing a recommended list of materials which can be used for teaching and training. This list especially falls under Part Seven – *Curriculum and Instructional Materials.* This part is particularly useful to practitioners such as functionaries, trainers, extension workers and curriculum and materials developers because it carries information on the type of teaching/learning materials that have been developed, giving the step-by-step procedures for developing such materials. Furthermore, to make this section more meaningful and useful, the actual lesssons, curriculum and prototype materials such as comics, flipcharts, self-instructional modules, games, simulations and others described in the abstracts have been drawn out from the original documents and assembled into a collection of instructional materials for the out-of-school population education. They have been reproduced in a separate publication and will serve as a companion piece to this abstract-bibliography series.

Organization and How to Use:

The classification used in this bibliography does not pretend to be scientific: purely pragmatic and practical considerations influenced the development of the main categories. The documents, based on their titles and content, easily classified themselves into population education in agriculture, literacy, labour, out-of-school youth, rural development, national case studies and instructional materials. These are then grouped into parts. In each part, the entries are arranged alphabetically by author, institution or other main entry within each classification. The average length of the abstract shows that an effort was made to give the readers not only the main theme but also the major ideas that comprise each piece of materials. It summarizes the major issues, arguments, results and conclusions of the publication. Our aim is to condense the original publication so well that it almost becomes a replacement for the original (as it is often difficult for the

readers to acquire the original publication). However, for documents which do not lend themselves easily to a thematic abstract such as workshop reports, instructional and training materials and review of literature, the indicative abstracts are used instead. Since evaluative statements are also used, the abstracts serve as short critical reviews. This bibliography was done on a selective basis in the sense that it should serve as a reading list rather than an exhaustive bibliography and to some extent 'critical' in the sense that many items describe the content work along with level of presentation, any specially favourable features and any shortcomings. The general format includes a list of descriptors which are derived from IBE and Carolina Population Centre Thesauri and the addresses of the sources of materials.

The scope of the materials included in this series covers Asia and Oceania and fall within the inclusive dates 1970 to 1980. Series one is divided into seven parts:

Part 1: National Case Studies on Out-of-School Population Education Programmes
Part 2: Population Education in Agriculture
Part 3: Population Education in the Labour Sector
Part 4: Population Education in Literacy
Part 5: Population Education in the Out-of-School Youth Programme
Part6: Population Education in Rural Development
Part 7: Curriculum and Instructional Materials

Population Education As Integrated Into Development Programmes: A Non-Formal Approach

Abstract Bibliography
Series One

National Case Studies On The Out-Of-School Population Education Programmes

Population Education Clearing House
Unesco Regional Office for Asia
and Oceania
Bangkok, Thailand 1980

This part contains eight national case studies on the out-of-school population education programmes of eight Asian countries and a synthesis of these case studies. It sets forth the total picture and the framework upon which the population education in the out-of-school sector in these countries are being carried out. The case studies show that majority of the out-of-school population education programmes have developed through a process of evolution rather than through a strict systematic planning. This evolution has been to some extent facilitated by a number or organization, both governmental and non-governmental, which initiated by themselves the integration of population education into their own development-oriented programmes such as welfare, literacy, agriculture, labour and others. Thus, the objectives and activities for out-of-school population education have become an organic part of the development programmes, many of which are family planning-oriented. This situation has created some confusion on how to define population education in the out-of-school sector and what its boundaries are.

NATIONAL CASE STUDIES ON THE DEVELOPMENT OF OUT-OF-SCHOOL POPULATION EDUCATION PROGRAMMES

BANGLADESH

Rahman, Md. Habitur and Nasiruddin Ahmed.
A national case study on the development of out-of-school population education programmes in Bangladesh. Dacca, Social Science Research Council, 1979. 84 p.

Population education for the out-of-school in Bangladesh is being undertaken by about 25 public and private voluntary organizations. Their objectives include: (1) motivating people for planned parenthood; (2) creating awareness among youth about the population problem; (3) providing population education and family planning among women; (4) providing personnel training; and (5) providing the techniques of family planning among factory and plantation workers, co-operative societies, rural leaders and the public. Out of 22 organizations, 15 programmes are comprehensive in nature and the rest are running pilot or experimental projects. The target groups of these organizations are the youth, women, industrial and plantation workers, and members of co-operative societies. Many of the agencies reported that they did not face any problem in planning their programmes. The few who faced some problems mentioned lack of adequate finance, accommodation, cooperation from the other concerned agencies, resistance from religious groups, difficulty in selecting appropriate media for the rural masses and the absence of proper feedback. In implementing the programmes, the extent of people's participation in mobilizing community resources is satisfactory. The local people have volunteered to work as motivators. The main strategies used by these organizations in disseminating knowledge about population education are mainly through personal contact and group discussion. The rest include integrating the programme of population education with other developmental activities; involving community people in planning and implementing their programme; organizing women for gainful economic activities; providing personnel training; and showing films in cinema halls.

The paper also describes all the agencies engaged in the out-of-school population education, some of which are the (1) Directorate of Population Control and Family Planning which operates through the Family Welfare Assistants and Dais; (2) Department of Social Welfare which has started

a programme mainly directed towards unemployed rural youth; (3) Integrated Rural Development Programme which utilizes cooperatives and other self-sustaining rural institutions for introducing population education; (4) Zero Population Growth Programme which emphasizes on the socio-economic development through increasing agricultural productivity, involvement of women and youth for vocational training programmes, cottage crafts and literacy programmes; (5) Ministry of Labour where population education concepts are incorporated into the training courses for various types of workers; (6) Ministry of Agriculture which introduces population education in Agricultural Extension Training Institutes; (7) Swarnivar programme which mobilizes local organizational ability and resources to increase agricultural production and income; and (8) the use of mass media and various forms of communication such as Radio Bangladesh, Department of Mass Communication; Ministry of Information and Broadcasting utilizing the Population Control Feature Writing Bureau and the Department of Films and Publications. In addition to these government agencies, a number of semi-government and autonomous organizations are also involved.

Descriptors:
Programme Descriptions; Population Policy; Bangladesh

Source:
Social Science Research Council
Ministry of Planning
Sher-e-Bangla Nagar
Dacca-7, Bangladesh

INDIA

Koshi, T.A.
Development of out-of-school population education in India; a case study.
New Delhi, Council for Social Development [1978]. 53p. typescript.

The out-of-school population education in India is aimed at two groups of audiences: youth in the age group 15-20 and adults of 20-45 age bracket. The need for population education for the out-of-school youth stems from two conditions: (a) the out-of-school youth constitute a sizable percentage of the population; and (b) they add to the eligible couple groups every year. The interest on the population education for out-of-school youth was first manifested during the National Conference on Population Education held at New Delhi in October 1971. Since then, several voluntary agencies in the field of adult education had taken lead in organizing out-of-school population education programmes. These agencies include: (1) Family Planning Association of India (FPAI) where population education for out-of-school youth is taken up as one of the important programmes by its various branches in India. The strategies employed involved the establishment of population education cells, population education clubs, publication of PEN FORUM, and the development of curriculum materials. The various forms of motivation and education channels used by FPAI to reach the out-of-school youth include talks, film shows, exhibitions, debates, painting, sports/games, slide shows, literacy

classes, essay writing, puppet shows, meetings with youth, and others. (2) Bhartiya Gramen Mahila Sangh is an organization of rural women which conducts various educational courses such as craft training, functional literacy, nutrition, bakery and others where population education concepts have been integrated into. (3) Literacy House, Lucknow is dedicated to advance the level of adult literacy and the promotion of adult education among the out-of-school rural youth. Literacy House conducts two categories of programmes: Core Programme and Special Projects. Population education is specifically carried out by the Family Life Education Centre under the Special Projects which disseminates population information through functional literacy programme to young adults in hard-to-reach rural areas of India. (4) Indo-Dutch Project for Child Welfare is aimed at improving family life by education on hygiene, health and population education for beneficiaries of Indo-Dutch project in the urban areas. (5) Youth and Family Planning Programme Council is a national organization run by individual membership and organized further into state councils. The programme is aimed at educating and motivating young people, conducting surveys and research about young people, organizing seminars and conferences and publishing literature to motivate young people. The paper identified other programmes which can be tapped for more involvement in the out-of-school population education, namely, farmer's functional literacy programme, condensed course for adult women, integrated child development service scheme and the national adult education programme.

The work done in India so far, for the development of out-of-school population education, is far short of the needs of the total out-of-school population in the country. Furthermore, lack of suitable educational materials relating to population education is another factor which has hindered many organizations from taking up this programme. The paper finally recommended that a national seminar on out-of-school population education and the role of various organizations in the programme should be organized for better coordination and to minimize duplication for a more efficient system.

Descriptors:
Programme Descriptions; India

Source:
Council for Social Development
53 Lodi Estate
New Delhi-110003, India

INDONESIA

Hutabarat, Sans.
National case studies on the development of out-of-school population education programmes. Jakarta, National Population Education Project, Department of Education and Culture [1978]. 83p.

The out-of-school population education programme of Indonesia falls within the overall frameworks of both its population and education programme policies. The national education system is based on the philosophy of Pancasila and directed to develop Pancasilaist human beings oriented to development. Thus, the out-of-

school education follows the same philosophy: to develop the character and personality of the citizens so as to become a development-oriented human beings who are 'true Pancasilaist'. The out-of-school population education programme is an integral unit in the educational system which means that it follows the organizational structure of the Non-Formal Education (PLS) in the Ministry of Education and Culture. At the central level, the Directorate Co-ordinating General of the Non-Formal Education and Sports has the overall responsibility for co-ordinating the out-of-school programme. He is assisted by the following units in implementing the project: Directorate of Community Education, Directorate of Youth Guidance, and Directorate of Sports. The Community Education Unit exists down to the sub-district level where the Community Education inspector in the sub-district plays an important role in carrying out the population education activities. The penetration of the out-of-school education in the village level can be seen in the comprehensive network of channels consisting of the community education inspector, village facilitators, village social institute leaders, learning faclitators, and others.

Because many organizations, both public and private, undertake out-of-school population education activities, a committee called National Technical Co-ordinating Committee (NTCC) was formed to formulate the policy of the out-of-school educational activities. The National Population Education Project (PNPK) which is a member of the NTCC is assigned as the technical/educational co-ordinator while administrative policies and matters are coursed through the National Family Planning Co-ordinating Board (BKKBN). The National Population Education Project (PNPK), which basically carries out the in-school population education, assists the out-of-school programme in developing instructional materials. The curriculum content for the out-of-school sector includes the following areas of knowledge: basic concepts of demography, population growth and socio-economic problem, population growth and social life, population growth and ecological harmony. The out-of-school population education programme is directed to the youngsters who have not received any schooling and to the drop-outs from primary schools. It follows three kinds of training approaches namely, courses, learning groups and apprenticeship. Training of personnel is being conducted at three levels: 1) training at the national level of key personnel of the Community Education Youth Guidance and Sport; 2) provincial training of population education instructors conducted by the Population Education Implementing Unit; and 3) local training of field workers in the Community Education Training Centre. Recent research and evaluation results have recommended the change of the Community Education Training Centre to Learning Centre which will offer an entirely new approach for out-of-school population education.

Descriptors:
Programme Planning; Programme Descriptions; Indonesia

Source:
National Population Education Project
Directorate General of Primary and Secondary Education

Jalan Rsu Fatmawati
Cipete, Jakarta, Indonesia

KOREA, REPUBLIC OF

Lee, Eun Jin and Sung Jin Lee. *National case study on the development of out-of-school population education programme.* Seoul, Korean Institute for Research in the Behavioural Sciences [1978]. 72 p.

The out-of-school population education activities of the Republic of Korea are being carried out through many channels most of which are family planning agencies. These agencies fall within the framework of the national population/family planning programme of the country. The major objective of the programme was originally to disseminate knowledge of contraception and to help people recognize the close relationship between family planning and national economic development. However, the emphasis of the objective of the programme has been broadened from national economic development to that of total balanced national development.

The target population in the out-of-school covers married couples, unmarried young people, other various groupings, the general public and family planning field workers. In a broad sense, the various training programmes of the Planned Parenthood Federation of Korea (PPFK) and the Korean Institute for Family Planning (KIFP) are considered as out-of-school population education programme. These training programmes cover a range of target audiences from family planning field workers, government administrators, lecturers and instructors, students, to labourers or industrial employees and community leaders. The content of the training programmes is basically family planning-oriented. In addition to training, there are various types of motivational strategies and activities aimed at informing the audience of the seriousness of population problems and the necessity of family planning. These include publications of various types, use of other forms of mass media, public exhibits, and curriculum and learning materials which basically follow three procedures: 1) exploring the general learning principles; 2) analysis of teaching-learning process being used in field situations; 3) development of teaching guidelines. The out-of-school population education programme was more emphasized in the training being given to industrial and labour workers than in any other fields. The Korean Institute for Research in the Behavioural Sciences (KIRBS) also developed curriculum materials for adult population education. The adult population education programme of KIRBS is aimed at helping adults realize the necessity of population control and having a small size family for the sake of their own family happiness and to make them understand how population growth affects the national, social, family and individual lives. The content covers basic concepts of population growth, over-population problems, fertility motivation, function of family, family size and relationship among the family members, purity, marriage, family planning and contraception. In summary, the out-of-school population education pro-

gramme of the Republic of Korea is enmeshed with the national family planning/population programme and thus logically operates within the framework of family planning goals and strategies.

Descriptors:
Programme Descriptions; Republic of Korea

Source:
Korean Institute for Research in the Behavioural Sciences
163 Ankook-Dong, Chongno-ku
Seoul, Republic of Korea

PAKISTAN

Naeem, Jamila and Anwar Raza. *Development of out-of-school population education programmes in Pakistan.* Lahore, Demographic Policies and Implementation Research Centre, Population Planning Division [1977]. 84 p.

Just like many countries, the out-of-school population education in Pakistan has not been systematized as a distinct programme but is still part and parcel of the framework and objectives of the national Population/ Family Planning Programme. Therefore, its objectives dovetail with the family planning-oriented objectives and the strategies of the National Population Programme. The Family Planning Programme was at the start a part of the health services. Due to the very modest impact of the clinic-based approach, the Government established an autonomous family planning organization called Family Planning Council of Pakistan. However, in the Fourth Five-Year Plan, the Council expanded its scope from family planning programme to population planning programme which covers beyond family planning concepts such as population education, incentives/ disincentives and other social and legal measures. Planning of the population programme is charged to the Population Planning Division in consultation with relevant ministries, provincial governments, and agencies. The primary focus of the population education and services programme in Pakistan is on the adult and married population. However, later the efforts became directed to target population of "eligible couples." The diffusion of population messages and services are being undertaken by the existing health personnel and various cadres of trained workers such as those in the adult literacy programme, agricultural extension workers, social welfare workers and in labour sector. Also the motivational approach has been changed from propagandizing to more emphasis on 'education' and introduction of indirect policy measures which will affect family decisions with regard to limitation of family size. The out-of-school population education activities of the programme are being undertaken mostly by the Voluntary Women's organizations and other social welfare activities and community work Examples of these other organizations are: (1) The Adult Functional Literacy Programme; (2) Agricultural and Rural Development Programme; and (3) People's Work and Integrated Rural Development Programmes. The Adult Literacy Programme has produced a small booklet entitled "The country and the Children" which has been ex-

tensively used in the adult literacy classrooms. The labour sector with the assistance of the Family Planning Association of Pakistan has also been involved in population education through training. On a wider scale, the Federal Ministry of Labour and Manpower plans to set up a Workers Population Education Unit in the Labour Division.

In addition to this, the Proposed Fifth Plan of Pakistan is aimed at expanding the Adult Literacy Programme to reach about 400,000 women. Participation of women in labour force is being stressed for its known impact in terms of reducing fertility levels by making child bearing competitive with other roles. These will serve as entry points for the out-of-school population education programmes. In summary, fragmented efforts for non-formal programme for the out-of-school youth and adult population on development and population education are directed by a number of ministers, departments, and agencies. The case study recognizes that a unified, systematic and comprehensive approach in the programme is yet to be evolved.

Descriptors:
Programme Descriptions; Pakistan

Source:
Demographic Policies and Implementation Research Centre
Population Planning Division
224 Upper Mall (Bawa Park)
Lahore, Pakistan

PHILIPPINES

Ministry of Education and Culture. Population Education Programme.

The development of out-of-school population education programmes; the Philippine experience. Manila, 1977. 69 p. typescript.

The Philippine experience in out-of-school population education programme development is the sum of the different experiences associated with various organizations and agencies in the country which have been engaged wholly or in part, in out-of-school population education activities. The range of organizations include those whose goals are mainly population-oriented to organizations with community development goals or primarily education-oriented organizations which are committed to community development; and organizations within the "organized sector" including various business establishments and labour unions. From a description of all agencies carrying out some out-of-school population education activities or programmes, the pervading and ultimate concerns of out-of-school population education programmes are to make people see the threat of rapid population growth and to influence them to have smaller families through the practice of family planning. This highly prescriptive tone appears as a common characteristic of out-of-school programmes. However, one dimension of population education is also given equal emphasis: "The effects of rapid population growth on each quality of life factors as health, food supply, clothing and shelter, education and general well-being." The most prevailing approach then is the use of short-termed family-planning oriented

goal of practicing family planning to achieve small family size. Also, in other programmes which are integrated into an existing community development programme, population education objectives necessarily have to be tailored to dovetail with the objectives of the "mother" programme and must therefore be confined in scope to whatever the "mother" objectives cover.

In theory, the range of possible population educaton content for out-of-school programme is as broad as that which has been prescribed for the in-school such as demography, determinant and consequences of population growth, human sexuality and reproduction and planning for the future. In practice, there is a heavy concentration of out-of-school population education content on fertility and fertility-related factors with the need for family planning and population control emerging as the final focus of discussion. Among these population education programmes which exist within community development and similar other programmes, the quantity and the quality of population education content are determined by the core content of the "mother" programme. Since a majority of the agencies concerned are involved in community development activities, it is logical that the target audience is predominantly rural.

As a whole, the out-of-school target includes youth, young adults and a few older people, both married and unmarried. A significant portion is illiterate and/or unskilled, and/or unemployed. The strategies used include the use of such channels as the smallest units or villages, through peer group and in-school youth volunteers, youth-to-youth interaction, and village-based organizations. The most effective strategy involved the participation of local community residents and leaders and the utilization of community resources. In terms of curriculum and materials development, printed materials are more and more being supplemented by participatory activities such as group discussions, use of folk media, radio plays, stage plays and skits. On the whole, however, there is a dearth of materials and strategies that have been developed for out-of-school population education which emphasize population education concepts. The relatively infant stage of development that characterizes present programmes in population education for the out-of-school sector is further evident in the area of research and evaluation.

In the face of expressed interest in developing out-of-school population education programmes, a pressing need seems to be for some kind of catalyst that would lead to more systematic development of population education. The task may not be the province of any one body, but may be more effectively a synthesized effort among different organizations for better co-ordination and use of available technical and financial resources.

Descriptors:
Programme Descriptions; Programme Planning; Philippines

Source.
Population Education Program
Ministry of Education and Culture
Arroceros Street
Manila, Philippines

SRI LANKA

Nesiah, Devanesan.

National case study on the development of out-of-school population education programmes; Sri Lanka. n.p., 1979. 100 p.

Population education for the out-of-school in Sri Lanka is being carried out through a variety of family planning and population programmes reaching different target groups. Several of the existing population and family health programmes contain a significant population education element. The population and family planning programmes of these organizations are co-ordinated by the Ministry of Plan Implementation. The Family Health Bureau is the government agency most deeply involved in family health activities. The population education component for its personnel is being carried out by the Health Education Bureau. The Ministry of Labour is responsible for the three Workers Population Education Projects directed at urban, plantation and unorganized sectors. The Ministry of Plantation Industries is also undertaking an ILO/UNFPA sponsored Estate Family Welfare Supervisor Project which provides both population education and family planning services. The paper reflects the attitude that there is a tendency for population education in Sri Lanka to polarize into education which is primarily or exclusively family planning oriented and into education in which the family planning element is peripheral or totally absent. For instance, the population education effected under the Family Health Education Programme is of very little relevance to family planning, whereas the population education effected under the Family Health Project is predominantly family planning education.

The paper stressed that most of the other UNFPA programmes are family planning oriented with the notable exception of the Population Education in Schools project, which has no family planning element. The population education components of the communication strategy project, workers population and family planning education project, Batticaloa District Family Health Project, and the rest are as much family planning oriented as their service component. On the other hand, organizations which are engaged in a range of community service projects with the overall objective of "spiritual, cultural, social and economic development" contain several facets of population education, but exclude family planning education. This situation points to a need to link activities or agencies within the population field and between population and development. The paper then presents the types of out-of-school population education programmes which look most promising. These have been divided broadly into the following categories: (1) institutions — based service programmes -- the Family Health Services; (2) island-wide Family Health Education and Communication Programme; (3) other localized programmes including unorganized sector programme; (4) modern sector such as the workers and public sector; and (5) those directed at workers in the estate sector or the Plantation Sector programme. In terms of curriculum and information materials development, almost all the agencies engaged in family planning and population produce

their own materials ranging from printed materials to the use of films, slide, cinemas, seminar, training workshops and other forms of mass media. Generally, research and evaluation is being undertaken by almost all agencies. There is scope for greatly increasing the level of useful research activity relating to population education.

Descriptors:
Programme Descriptions; Sri Lanka

Source:
Mr. Devanesan Nesiah
Academy of Administrative Studies and Home Affairs
Independence Square
Colombo 7, Sri Lanka

THAILAND

Ministry of Education. Department of Non-Formal Education. *National case studies on the development of out-of-school population education programmes.* Bangkok [1977]. 93 p.

The population education programme of Thailand for both in-school and out-of-school was established in 1975 when the Population Education Committee was formed within the Ministry of Education. This was made official by a cabinet announcement stating that the Government has established a policy to encourage the development and the implementation of population education in the in-school and out-of-school programmes in order to develop a sense of responsibility and competent decision-making ability among citizens. An in-school plan was evolved to be implemented by the Population Education Unit of the Ministry's Department of Educational Techniques. The out-of-school plan sought to involve more government and private voluntary source agencies and personnel to be co-ordinated by a separate committee for out-of-school population education activities and a permanent secretariat. Although the secretariat was never officially established, staff from the Adult Education of the Ministry of Education developed a mechanism to co-ordinate resources and activities.

There are about approximately 50 government and private voluntary service agencies undertaking population education activities in the out-of-school. They have been designed to achieve one or a combination of the following objectives: (1) to provide information to select target groups; (2) to create an awareness of population problems and solutions to these problems; (3) to motivate people to accept family planning services; and (4) to train the target groups to solve daily life problems effectively. In general, these agencies cater to the following target groups: (1) local opinion leaders to serve as facilitators for population education; (2) existing groups such as adult education students, factory workers, military recruits, hill tribes, youth, public health reporters, farmers, nurses, housewives, college workers, village women; and (3) the general public.

The main bulk of the out-of-school population education activities are being carried out by Adult Education Division. Among the various division programmes, three have served as a focus for population education: Functional Literacy, Functional Education, Levels 3 and 4 (previously, Con-

tinuing Education, Academic Stream) and public information/ literacy promotion. The Functional Literacy Family Life Planning curriculum is offered under the Regular Classroom Programme, the Walking Teacher Functional Literacy Programme, and the Hill Tribe/Walking Teacher Functional Literacy Programme. The overall approach is based on philosophy of education heavily influenced by progressive interpretations of Thai Buddhism which utilizes techniques that motivate adult learners to examine their living conditions, identify problems and their causes, seek alternative solutions, and select a course of action based on an analysis of their own experiences and resources. This process is called *Khid Pen* which is promoted as a vehicle to assist learners to approach a problem and seek potential solutions to it by considering or analysing data about his personal situation, his environment, and best accumulated knowledge related to the issue. Based on this process and philosophy, the Functional Literacy Curriculum was developed containing four areas: agriculture, health, economics, civics. Then a textbook was developed which essentially makes use of pictures to introduce the lesson or concept. The method of instruction follows several steps: (1) using photograph to introduce the lesson concept; (2) studying key words to introduce lesson concepts; (3) posing issues and questions to stimulate discussion; (4) having learners break into small groups for discussion; (5) learners finding their own solutions; (6) drilling and memorizing key words; (7) reading drill passage; and (8) conducting numeracy drills. The future efforts in the programme revision of the out-of-school programme will focus on teacher training, content relevance, shifting from Khid Pen to Tham Pen (which will not only provide adult learners with encouragement to think through issues and their solutions as well as to include motivating these learners to take action to resolve the issues), and formative programme evaluation.

Descriptors:
Programme Descriptions; Thailand

Source:
Adult Education Division
Department of Non-Formal Education
Ministry of Education
Rajdamnern Avenue
Bangkok 3, Thailand

Unesco Regional Office for Education in Asia and Oceania.

Development of out-of-school population programmes; a synthesis. Bangkok, 1980. 55 p. (Population Education Programme Service).

This book is a synthesis of eight case studies on the development of out-of-school population education programmes of eight countries, namely, Bangladesh, India, Indonesia, Pakistan, Philippines, Republic of Korea, Sri Lanka, and Thailand. The case studies show that in all the eight countries, the rationale for out-of-school population education is based principally on the problems posed by rapid population growth and the recognition of the role of population

education in the solution of population problem, and the existence in the countries of vast numbers of non-schooled and out-of-school youth and adults, who cannot be reached through in-school programmes. The majority of the out-of-school population education programmes have developed through a process of evolution rather than through a strict systematic planning. As they have evolved over the years, they have taken on several noteworthy features, among which are: (1) an active participation of a number of organizations, governmental and non-governmental; (2) integration of population education in welfare, development and literacy programmes; and (3) the participation of youth groups, women's organizations, and trade unions in out-of-school population education programme. Because of the stage of development of the programme, the case studies emphasized four major needs: (a) the need to extend the present coverage of out-of-school population education programmes; (b) the need for more funds; (c) the need for persons trained in population education; and (d) the need for instructional materials for various target groups.

In the area of curriculum and instructional material development, the case studies point out some difficulties relating mainly to difficulties in outlining a possible content for population education and to the shortage of personnel trained in curriculum and materials development. At the same time, some of the case studies cite examples of innovative work done in some projects in curricula and instructional materials development. In preparing their curriculum and instructional materials, the countries undertake basically the following procedures: (a) survey of the target group; (b) identification of focal points for the curriculum; (c) selection of content; (d) selection of learning experience; and (4) preparation and pretesting of the materials. It is in this area of curriculum and instructional materials development that the countries feel their personnel should be trained to be able to deliver programmes at the grass-roots level. In the area of research and evaluation, most of the national case studies referred to baseline surveys about target groups undertaken as a first step in designing curricula and instructional materials. There was almost a total absence of reference to other research. Even in regard to baseline surveys of target groups, the surveys that have been conducted have largely been confined to identifying the demographic and socio-economic characteristics of target groups to the exclusion of psychological and cultural variables.

On the aspect of co-ordination of out-of-school population education programmes, only a very small segment of the total population of out-of-school youth and adults is covered by existing programme. Some of the case studies express the view that a possible remedy would be to establish an organization which would draw up a national programme of population education for the out-of-school sector which will co-ordinate the activities of all agencies participating in the out-of-school sector. One or two have, however, expressed some scepticism. The book appends some guidelines which will directly be of use to practitioners in the field of curriculum and instructional materials development and planners of out-of-school population education programme. It also provides a comprehensive inventory of orga-

nizations undertaking out-of-school population education activities in these eight countries.

Descriptors:

Programme Descriptions; Programme Planning; Curriculum Development; Materials Preparation; Training; Research and Evaluation; Asia

Source:

Unesco Regional Office for Education in Asia and Oceania
P.O. Box 1425, Bangkok G.P.O.
Bangkok, Thailand

Population Education As Integrated Into Development Programmes: A Non-Formal Approach

Abstract Bibliography
Series One

Population Education In Agriculture

All the reports of workshops and meetings abstracted in this part show the collective efforts of the Food and Agriculture Organization and country organizations in motivating and mobilizing the agricultural sector into integrating population education in its various out-of-school activities, namely, curriculum development, training programme, action-oriented research and instructional materials development. It also enumerates the various channels used in disseminating population education concepts to reach its various audiences such as cooperatives, small farmer programme, in-service staff training, curricula of rural development training institutes, farm and home management courses, vocational courses and others. Most of the reports go beyond mere description of the workshops and conference proceedings by appending the curriculum materials, syllabi and training courses developed during the workshops.

Population Education Clearing House
Unesco Regional Office for Asia
and Oceania
Bangkok, Thailand 1980

Population Education In Agriculture

Asian Association of Agricultural Colleges and Universities.

Involvement of agriculture colleges and universities in population education – rural development programmes. Report of the FAO – AAACU Seminar – Workshop, Population Center Foundation, Metro Manila, 9-13 December 1977. Pasay City [1977]. 43 p.

This is a report of a workshop aimed at involving Asian agricultural colleges and universities to integrate population education into their curricula, training of extension workers and their rural development programmes. The plan does not only attempt to integrate the concepts in the in-school system but also to carry out population education activities in the non-formal programmes. Unlike other workshop reports, this paper focuses on the various research and case studies which served as spring board for discussions during the meeting to generate awareness and interest among the participants towards the field of population education. This approach was used to motivate the policy-makers into being more systematically and actively involved in integrating population education in their programmes. To achieve this, a paper was first presented enumerating the results of a study regarding the scope, status, problems and needs of the institutons as they relate to population education in instruction, in extension and in research of 13 countries. This baseline study was followed by five case studies which deal on the following: (1) attitudes of the instructors and agricultural school administrators towards the introduction of population education into farm management courses in Thailand; (2) extension agencies: present and future potentials for integrating population education elements into agricultural development activities; (3) reactions of the students and instructors to farm management and other courses enriched with population education concepts; (4) adaptation of population information into agriculture and rural development course; and (5) application of the experiences of the medical sector on the training of family planning technicians to training programmes for agricultural extension workers in population education programmes. These papers shed light on what the possible role of agricultural colleges and universities can be in population education. The deliberation on the role was further enhanced during a panel discussion led by experts in both formal and non-formal system. To make the information more concrete, the participants formulated statements of consensus, problems and possible solutions and future plans and action with regard to curriculum development and instruction, training of agricultural extension workers and action-oriented research.

Descriptors:
Agricultural College Role; Rural Deve-

lopment Programmes; Farm Management Courses; Case Studies; Attitudes; Training; Agricultural Extension Workers; Workshop Report; Asia.

Source:
Asian Association of Agricultural Colleges and Universities
No. 8 Lourdes Street
Pasay City 3129, Philippines

Food and Agriculture Organization of the United Nations.
Mobilization of human resources for rural development through agricultural co-operatives, by Alexander Fraser Laidlaw. Rome, 1973. 67 p.

The mobilization of human resources for rural development is being undertaken to make it possible for rural people to become aware of improved technology, to increase productivity, achieve higher levels of living, and contribute to the economic, social and political progress of the nation. One of the more effective instruments for mobilizing people for rural development is the agricultural co-operative. Because of its success in many parts of the world, co-operatives are becoming more valuable to many development programmes in the rural areas. It is the viewpoint of this paper that because of the role of the co-operative movement in economic and social development, measures should be taken to spread knowledge on the principles, methods, possibilities and limitations of co-operatives as widely as possible among developing countries. For agricultural co-operative to operate effectively, the paper presents several preconditions which revolve around the country's political climate, the way of life of the people, the facilities and resources existing in the rural community, and the general rural economy. Secondly, in order to plan for the mobilization of people in agricultural co-operatives, the nature of co-operatives should be examined first and viewed in relation to other organizations in the community. The paper then proceeds into enumerating the underlying problems in rural development and how these can be overcome if co-operatives can inject the necessary realism into adult education and is planned and implemented together with other development programmes. Finally, it advises educational advisors and technical assistants to be very cautious about adapting educational programmes for agricultural cooperatives originally developed in the Western World by providing several guidelines to follow concerning the transfer of education. This publication provides very useful guidelines for non-formal population education planners who are intending to tap agricultural co-operatives for promoting population education programme.

Descriptors:
Agricultural Co-operatives; Rural Development Programmes; Human Resources Development.

Source:
Food and Agriculture Organization of the United Nations
Via delle Terme di Caracalla
00100 Rome, Italy

Food and Agriculture Organization of the United Nations.

Summary report of the FAO/UNFPA Workshop on Introduction of Population Concepts in the Curricula of Rural Development Training Institutions in Asia and the Far East held at the University of the Philippines, Los Banos, 27 October-7 November 1975. Rome, 1976. 73 p.

This report claims that although it presents approaches on how population education can be introduced in the formal education system, more specifically in the curricula of rural development training institutions, the application of these strategies and approaches will ultimately depend on the non-formal extension workers and trainers. These approaches and ways of integrating population concepts into the curricula of rural development training institutions were the main subject of discussion during the workshop held in the Philippines attended by 31 teachers and instructors of farm and home management courses from five Asian countries. Like previous workshops conducted by FAO on similar topics, the report presents a section describing how participants were first motivated and made aware of the population problem. This section deals with such topics as population situation and trends in the region and the relevance of population factors to agricultural and rural development both at the macro and micro levels. This is followed by describing how the participants designed the objectives, concepts, content and methods involved in introducing population components into farm and management courses. The report's value lies on the papers presented by two resource persons who gave a demonstration on how population concepts could be introduced into farm and home management course. A sample of the "model" course syllabi which the participants developed as output of the workshop was also appended for easy reference and use by the readers.

Descriptors:
Rural Development Programmes; Farm Management Courses; Home Management Courses; Curriculum Outline; Workshop Report; Asia.

Source:
Food and Agriculture Organization of the United Nations
Via delle Terme di Caracalla
00100 Rome, Italy

Food and Agriculture Organization of the United Nations. *Report on the FAO/UNFPA Inter-Country Workshop on Population Education for Small Farmer Development held in Quezon City, Philippines, 29 November - 8 December 1977.* Rome, 1978. 56 p.

An inter-country training workshop on population education for small farmer development was held in the Philippines to help participants understand the basic concepts of population education and its possible role as an integral part of the small farmers programme. In order to achieve this objective, a session was devoted to examining various population concepts in the macro and micro levels. On the macro level, population factors are related to various aspects of rural and agricultural develop-

ment. While population increase exerts a negative influence on whatever gains are achieved in food production, health and education development can also exert an influence on the population phenomena. For instance, better education, falling mortality rate and improvements in socio-economic conditions tend to reduce fertility in developing countries. At the micro level, population factors can greatly influence the extent to which rural families can achieve a better quality of life in terms of facing more immediate issues such as family needs, nutrition, family size and spacing, women's education, employment, incomes and savings. After gaining some understanding and clarification about these basic population concepts, the participants planned a population education programme within the small farmer programme. By studying the various principles of effective teaching and learning and enumerating various population-related issues, the planning of the programme was further enhanced. The population-related issues revolved around family economic, family physical, and family social well-beings and other factors encouraging large and small family size. Then these issues served as reference for developing a curriculum plan which was first presented in a matrix listing the enumerated population-related issues, the population-relevant content, suitable teaching methods and needed equipment and materials. The workshop also resulted in three matrices containing proposed entry points in integrating population education within the small farmers development projects in the Philippines, Bangladesh and Nepal. The matrices of curriculum outlines can at best initially provide a broad springboard for trainers and curriculum developers to further develop more specific strategies for disseminating population education concepts within the farm activities. More expansion, enrichment and establishment of interrelationships in concept and approaches have still to be evolved for the curriculum guide to become more readily applicable.

Descriptors:
Rural Development Programmes; Small Farmer Programmes; Curriculum Development; Teaching Methods; Workshop Report; Asia.

Source:
Food and Agriculture Organization of the United Nations
Via delle Terme di Caracalla
00100 Rome, Italy

Food and Agriculture Organization of the United Nations. *Report on the FAO/UNFPA Workshop on Population Education in the In-service Staff Training Programme of Rural Development Agencies in Asia and the Far East held in Peradeniya (Sri Lanka), 19-28 November 1975.* Rome, 1976. 48 p.

This workshop was one of the many series of workshops undertaken by FAO to promote the integration of population education in the non-formal agricultural sector. Held in Sri Lanka and attended by 31 senior officials from the various Ministries concerned with rural development from nine countries, the primary aim of the workshop was to explore ways in which these population-develop-

ment relationships can be made an integral part of the programmes of the participants. The report details how this goal has been achieved. The first step was to make participants aware and understand the population situation in the region, of the causes and consequences of rapid population growth and of the relevance of demographic factors to both national development at the macro and micro levels. After the awareness and motivational stage, the participants looked into their own respective roles in the field of non-formal population education and the implications which such roles would have for agency programming and staff training. Various models for integrating population education into rural development agency programmes were presented and discussed. The report focuses on four areas in which population education can be possibly made part of: rural development; agricultural and home economics extension; education; training and co-operatives; and agricultural planning and agrarian reform.

Descriptors:
Rural Development Programmes; In-Service Training; Workshop Report; Asia.

Source:
Food and Agriculture Organization of the United Nations
Via delle Terme di Caracalla
00100 Rome, Italy

Food and Agriculture Organization of the United Nations.
Summary report of the FAO/UNFPA Workshop on the Introduction of Population Concepts in the Curricula of Agricultural and Vocational Colleges in Thailand, Samutra Prakarn, Thailand. 15-19 November 1976. n.p., 1976. 4 p.

This paper reports the results of a workshop on the introduction of population concepts in the curricula of agricultural and vocational colleges in Thailand which was participated in by 50 agricultural and home economics teachers. All the participants agreed that population education concepts should be introduced into the agricultural and home economics courses as components of other courses rather than as a separate course. The agriculture group identified eight courses in which population education concepts can be introduced: Methods and Materials in Extension Work, Rural Sociology, Farm Management, Land Economics, Community Development, General Psychology, General Zoology and Physical Education. The Home Economics group identified the following courses wherein population education concepts can be integrated: Home Economics, Home Management, Rural Sociology, Crop and Animal Products, Meal Management, Community Development, Family Economics, Clothing for the Family, Family Relations and Nutrition Course. While the participants agreed to teach population concepts by infusing them into their agriculture and home economics courses upon their return to their schools and colleges, they foresaw some problems in doing so, such as lack of knowledge, resource materials and audio-visual aids in teaching the concepts. Follow-up activities were suggested to; a) acquire

textbooks and printed matters on population education for each institution; b) translate materials from English into Thai to help increase the number of existing Thai publications; c) develop and distribute audiovisual materials; and d) train teachers from each institution on the population education concepts and methods of integrating them into agriculture and home economics courses.

Descriptors:
Agricultural Education; Home Economics Education; Curriculum Development; Workshop Report; Thailand.

Source:
Unesco Regional Office for Education in Asia and Oceania, Population Education Clearing House P.O. Box 1425, Bangkok G.P.O. Bangkok, Thailand

---

Seoul National University. College of Agriculture.

Report [on the] FAO/AAACU Population Education Workshop for Korean Teachers of Agriculture and Extension Workers and Its Effect on Participants, College of Agriculture, Seoul, 24-31 July 1978. Suweon, 1978. 54p.

A report of a workshop sponsored by the Food and Agriculture Organization and the Asian Association of Agricultural Colleges and Universities, this paper summarizes how teachers of agriculture and extension workers discussed and planned appropriate programmes and activities and developed modules to integrate population education into agricultural education and rural development programmes in the Republic of Korea. The report appends these four modules: a) crops and population; b) animal science and population; c) farm management and population and; d) rural guidance work and population. Readers will also find very good insights from the many papers which the resource person and lecturers presented during the first three days of the workshop. These are all included in this report. The papers range from concepts on population education, relationships in population and foods, agricultural labour, management and rural life to various aspects in population and agricultural education. In addition to the sample modules which the readers can find useful from this report, it also contains the results of and the evaluation instrument used in evaluating the effectiveness of the workshop in achieving the objectives set forth. A Likert type attitude scale was developed by the Workshop Director to measure the attitude of the participants with regard to population on family planning before and after the workshop. The results showed that the workshop had meaningful and favourable effects on the attitude of the participants toward population and family planning especially based on age differences, length in professional experience, location of residence, and income level. Attitude change was not significantly affected by area of specialization and number of children.

Descriptors:

Agricultural Education; Rural Development Programmes; Research and Evaluation; Attitudes; Teacher Attitudes; Agricultural Extension Workers Attitudes; Instructional Materials; Secondary Grades; Workshop Report; Republic of Korea.

Source:
Department of Agricultural Extension, College of Agriculture
Seoul National University
Suweon, Republic of Korea

Population Education As Integrated Into Development Programmes: A Non - Formal Approach

Abstract Bibliography
Series One

Population Education In The Labour Sector

Efforts of mobilizing the labour sector to incorporate population education into their non-formal activities have revolved around training of workers, labour management, guidance schemes, production of materials and provision of family planning services. Population education activities are being carried out through trade union movements, vocational and training programmes, cooperatives, rural workers and industrial associations of workers reaching all the professional levels ranging from the managers or labour administrators to trade union leaders and workers. These efforts have been documented in manuals, guides, reports, books and booklets which had been selected for this section. The International Labour Organization has primarily facilitated the organization and consolidation of efforts of introducing population education into the labour sector not only at the regional level but also at the national level.

Population Education Clearing House
Unesco Regional Office for Asia
and Oceania
Bangkok, Thailand 1980

Population Education In The Labour Sector

Asian Labor Education Center.
Population education for trade union officers. Papers presented at the ILO – ALEC National Seminar, Quezon City, 3-22 December 1973. Quezon City, 1973. 270p.

This book is a compilation of papers read at a National Seminar/ Workshop for Trade Union Welfare and Education Officers conducted jointly by the International Labour Organization (ILO) and Asian Labor Education Center held in the Philippines. It is intended to augment the training materials presently being developed in the field of workers' population education by workers' education and welfare officers. Part One deals with the statement of the problem. Part Two explores the dimensions of the Philippine population situation which is dissected finely by various papers focusing on population growth and its effects upon health, legal framework, education and training, housing, food and nutrition, manpower development, labour force and employment, income and wages, investment, collective bargaining and participation of trade unions in the formulation of national population policies and programme. Part Three deals with the strategies and techniques for family planning and workers' population education. This includes various papers on how to set up a population education component in workers' education, in the plant level, in the in-plant family planning clinics, in the employer services, and the voluntary organizations. More importantly, it discusses the various motivational and communication techniques to persuade workers to accept family planning. It also presents some tips on how to evaluate population education programmes with emphasis on researchable areas in family planning and workers' education. It is a comprehensive book which provides the workers and administrators with a well-rounded and holistic analysis of the population problem as it affects not only labour but other developmental concerns as well, finally focusing on how labour can contribute to the solution of the population problem.

Descriptors:
Workers' Education; Programme Planning; Programme Evaluation; Motivation; Conference Report; Philippines

Source:
Asian Labour Education Center
University of the Philippines
Diliman, Quezon City, Philippines

International Labour Office.
Report on the ILO/DOL National Seminar on Population Education Through Cooperatives and Other Rural Institutions, Philippines, 31 August – 4 September 1977. Jointly sponsored by Department of Labor (DOL), ILO in coordination with Commission on Popula-

tion and Department of Local Government and Community Development with financial support from UNFPA. [Geneva, 1977]. 41 p.

This report shows how a country like the Philippines can involve various cooperatives and other rural institutions in population activities and more specifically how these institutions can be organized to serve as effective vehicles for population education. The substantive contents of the report are found in the papers presented by resource persons during the seminar. The content touches on the national population education programmes, the possible roles of cooperatives in population education; population education in community development programmes and the role of other rural organizations in population education. Because of the numerous rural organizations which are able and willing to undertake population activities in the country it was recommended that the Philippine Population Commission will have to co-ordinate their activities. More specifically, the following recommendations were enumerated in the report: (1) local governments should integrate population education in the training and orientation of barangay captains and members of the barangay councils and in the training of trainers, core groups and key officers of cooperatives; (2) integration of population education in the various courses of existing training institutions; (3) involvement of opinion leaders in the community; and (4) preparation of suitable training modules which can be used by the various agencies and the development of curriculum materials for workshops for rural workers.

Descriptors:
Cooperatives; Community Development; Community Organizations; Conference Report; Philippines

Source:
International Labour Office
CH-1211, Geneva 22
Switzerland

International Labour Office.
The rising tide: the ILO looks at the population problem. Geneva, 1973. 40 p.

This booklet is basically an information and publicity material of the population programme of the International Labour Organization (ILO) published for the World Population Year 1974. It goes beyond being a mere publicity material however, by raising issues and questions with regard to how the population problem is affecting and being affected by not only employment or labour but also other development concerns such as food, education, housing, health facilities and public services. It provides the readers with statistics and figures to show basic facts about population increase and relationship between population number and quantity of housing, school, health facilities, food and others. Its main thesis with regard to labour is that economic expansion itself is not enough. Even the most ambitious and successful programme for the creation of jobs will have no effect on the scale of unemployment if the number of workers increases faster than the number of available jobs. This statement is

dramatized by statistics showing the widening gap between growth of labour force and growth of employment. The booklet proposes two solutions: (a) economic and social development, and (b) a policy for population. It is in these two instances where ILO Population Programme can come in. The last part enumerates the main areas which ILO engages in to help solve the population problem. The booklet is fully illustrated with charts and other visual aids which contribute greatly to the readability of the material.

Descriptors:
Reading Materials

Source:
International Labour Office
CH-1211 Geneva 22, Switzerland

International Labour Office. Population and Labour Policies Branch.
Training for living: guidelines for the introduction of population and family life education into vocational training. Geneva, 1975. 99 p.

This report was spurred by one of the major recommendations at the World Population Conference in Bucharest which asked the educational institutions in all countries to expand their curricula to include a study of population dynamics and policies. Among the many institutions which are being called upon to introduce population are various formal and non-formal vocational education and vocational training programmes. This report is based on a research which investigated the scope, limitations and possible approaches for the introduction of population-related elements into vocational training schemes in Asia and other regions with a view to designing projects for experimentation and further development. The data were gathered from four countries, namely, Iran, India, Thailand and the Philippines. The report first provides a background to ILO activities in the sphere of population and in the sphere of vocational training respectively. The rest deal with the more substantive sections of the report, such as the objectives and content of population education and family life education, teaching methods and research and planning. In addition, summary reports of each of the four country field trips are presented as appendices. The section on population education and family life education presents the problems of overpopulation and how it affects various factors such as personal career and development, late marriages, opportunities for women, and rural opportunities. It also goes into the advantages of the family life and birth control education. The next section discusses the various teaching methods which can be used in family life education such as group discussion methods and training of group leaders. Various research areas are also enumerated some of which concern value of children, career concerns, changing social conditions, educational background, maturity, and others. This report is intended for those responsible for introducing into vocational training and guidance schemes the family life and responsible parenthood education programmes.

Descriptors:
Family Life Education; Vocational

Training; Teaching Methods; Research; Asia

Sources:

Population and Labour Policies Branch
International Labour Office
CH-1211 Geneva 22, Switzerland

International Labour Office. Workers' Education Programme.
Jobs versus people: workers' education guide to population problems.
Geneva, 1974. 102 p.

This publication serves as a worker's education guide to population problems. Its main thesis is that rapid population growth adversely affects the worker's family and his job opportunities. It lowers the worker's quality of life in the environment in which he works and lives. For example, the workers and their families are the ones who suffer most from pollution generated by modern industries. These environmental abuses cause the reorganization or relocation of industries which in turn, causes harm to the workers who are hereby replaced or whose skills are rendered obsolete. In addition, every worker knows that his family depends upon his job and his income and the number of persons among whom his income is to be shared. Conversely conditions at home affect the worker's efficiency on the job. Considering the labour sector's special stake in the population problem, several practical steps have been taken by various countries to limit their number of births. Based on these experiences and programmes, the guide enumerates several guidelines for trade unions to follow in introducing population activities in their own programme. The guide is divided into six chapters. Chapter One tries to measure in broad outline how big the population problem is. Chapter Two looks at some of its implications for workers and for organized labour. Chapter Three outlines how ILO and its sister agencies within the United Nations family are attempting to tackle it. Chapter Four provides the methods by which families can be planned and stabilized. Chapter Five glances at what various governments, employers and voluntary bodies are doing. The last chapter surveys some of the views expressed by trade unions and other labour leaders who are supporting national and international population policies.

Descriptors:

Workers' Education; Labour Unions

Source:

Worker's Education Branch
International Labour Office
CH-1211 Geneva 22, Switzerland

International Labour Organization. Office for South Pacific.
[Report of the] Seminar on the Role of Cooperatives in Population Activities, Suva (Fiji), 13-15 December 1976. Organized by International Labour Organization in cooperation with South Pacific Commission, the Government of Fiji with financial support of UNFPA.
Suva (Fiji), 1976. [48 p.]

How can co-operatives contribute more effectively to the promotion of population education

and family planning programme in the South Pacific? How can population education be integrated into co-operative training and education In which way does the co-operative movement need support and strengthening to be able to undertake the assigned tasks in population education and family planning? These questions were the center of discussions by delegates from Fiji, Papua New Guinea, Solomon Islands, New Hebrides and Tonga during an ILO/South Pacific Commission South Pacific Seminar on Co-operatives and Population. The seminar started with presentation of country statements regarding population, family planning and co-operatives. In all the countries, family planning services are provided by the Government through its health services. On the other hand, involvement of co-operatives in population activities is nil. Only in Fiji and New Hebrides are family planning posters displayed at Co-operative stores. In Kingdom of Tonga a decision has been taken to take advantage of co-operative education programme for population education. The report also contains two discussion papers on the demographic situation in the South Pacific Sub-region and the role of co-operatives in population education. This report does not contain the conclusions and recommendations reached during the seminar but is reproduced separately.

Descriptors:

Cooperatives; Family Planning Education; Conference Report; Pacific Countries

Source:

ILO Office for South Pacific
Suva, Fiji

International Labour Organization. Regional Office for Asia.
Basic document [of the] Sub-Regional Seminar on Labour-Management Co-operation in Population and Family Planning in the Plantations Industry, Kandy (Sri Lanka), 23-31 May 1973. Organized by ILO with the financial support of UNFPA. Bangkok, [1973]. 33 p.

Industrial and plantation workers constitute a special target group for the acceptance of the small family norm who in turn can spread the knowledge and skills to others in the rural areas where they live and work. Within their setting, population and family planning services can be provided through occupational health, medical and other welfare services available in their plantation areas. For this reason, the ILO decided to organize a seminar for five major plantations countries of Asia, namely, Bangladesh, India, Indonesia, Malaysia and Sri Lanka. The result of this seminar is this report which constitutes f[illegible] chapters on topics which se[illegible] agenda of the semina[illegible]re: (1) provision of fam[illegible]ing services in plantation[illegible]ivation, education and [illegible]ation on population and fa[illegible]anning questions for employe[illegible]d workers; (3) labour mana[illegible]ent co-operation at all levels; [illegible]d (4) co-operation and co-ordi[illegible]ation with the national family planning programmes. The first section states that plantations in developing countries have become virtually self-contained colonies. In the process, plantation owners were called on to undertake the total care of their labour forces including their families and needs, e.g., housing, water supply, sanitation, education and medical services. Therefore, the problem of population

increase can be acutely felt in the plantation industry more than in the other sectors making it a necessity to introduce population and family planning services in the community. The second section sets out the extent of the participation from employers, trade unions and labour administrations in the area of information, motivation and education. It goes into a general framework for the population education programme and the audiences for this programme. Its final point is that planners should develop an educational programme that will have a local orientation avoiding projecting a foreign image but at the same time advising that employers should collaborate with national and international agencies in the implementation of population policies and programmes. The third section rationalizes the participation of the employers and workers organizations in this field and explains why the various ILO bodies have emphasized this constantly. Finally the last section states that labour activities in population cannot be undertaken in isolation but must essentially consitute an integral part of the national family planning programme.

Descriptors:

Workers' Education; Family Planning Services; Motivation; Labour Administrations; Coordination; Conference Report; Asia

Source:

ILO Regional Office for Asia
P.O. Box 1759
Bangkok, Thailand.

International Labour Organization. Regional Office for Asia.
Report and background paper [of the] Regional Workshop on Education and Motivaton of Rural Workers for Family Welfare Planning, Bangkok, 1-5 November 1977. Bangkok, 1977. 62 p.

Much emphasis is now placed on the motivation and education of rural workers in family welfare to speed up the pace of rural development. While many governments, still rely on the development of co-operatives and similar rural organizations in the process of rural development, labour administrations are more and more involving themselves in activities related to welfare of rural workers. Also trade unions are taking interest in the organization of rural workers with a view to improve their life and work conditions. This report contains the proceedings of a workshop which was held to review the family welfare activities in the rural areas and to examine the problems of reaching rural workers in order to recommend appropriate strategies, channels and techniques for promoting family welfare education amongst rural workers. This report is a compilation of the results of the group discussions which focused on four topics: (1) policy approach and strategy for education and motivation of rural workers for family welfare; (2) role of co-operatives and farmers' organizations; (3) role of labour administrations, employers' organizations and workers' organizations; and (4) incentives, education, communication and motivation. Among the more important recommendations of the workshop are: (1) to deliver family welfare services as part of integrated rural development; (2) to examine the objectives, scope, and capacity of various rural orga-

nizations/institutions including local self government bodies to ascertain whether any elements of family welfare particularly information education communication (IEC) can be suitably taken as part of their activities; (3) to promote a separate rural workers' organizations in order to achieve other objectives like acting as a pressure group for demanding rights for rural workers; self-government bodies, co-operatives, labour administrations, employers in rural areas, rural workers unions and inter-regional or inter-country co-operation.

Descriptors:

Rural Workers; Motivation; Workshop Report; Asia

Source:

ILO Regional Office for Asia
P.O. Box 1759
Bangkok, Thailand

International Labour Organization. Regional Office for Asia.
Report [on the] Asian Regional Seminar on the Role of Labour Administrations in Population Education and Family Planning in the Organised Sector, Bangkok, 26 November – 1 December 1975. Bangkok, 1975. [72 p.].

This report is a result of an Asian Regional Seminar on the Role of Labour Administration in Population Education and Family Planning in the organized sector held in 1975 and attended by various administrators representing ten Asian countries. The seminar provided the opportunity for a systematic review of the areas in which national labour administrations could be involved in the promotion of population education and family planning amongst workers in the organized sector. While the co-operation and involvement 'of employers and workers' organizations are essential to the success of organized sector in most Asian countries, population education cannot be institutionalized at the national level without the active involvement of labour administrations. This report details the deliberations of the group which was based on a basic document on the role of labour administration in population education and family planning in the organized sector. The basic document was supplemented by country papers which outlined the programmes in the organized sector in each country. The report also reviews the recommendations drawn up in earlier seminars in areas such as participation of other development sectors, institutionalization, co-ordination, support services, motivational, educational, and communication activities, and staff training. A strong emphasis is also placed on the participation of labour in employment and manpower policy and programme development. This participation is spelled out along the following activities: (1) provision of employment services and vocational training; (2) providing planners with basic data on employment trends; (3) formulation of manpower and employment policies; (4) research and policy functions; and (5) vocational training. The recommendations that arose from the seminar details how the Labour Ministries could co-ordinate, formulate, motivate, and evaluate overall manpower and employment policies.

Descriptors:

Labour Administrations; Workers' Education Programmes; Conference Report; Asia

Source:

ILO Regional Office for Asi
P.O. Box 1759
Bangkok, Thailand

International Labour Organization. Regional Office for Asia.
Report on the Seminar for Trade Union Leaders in Government and Public Services on Population Questions, Singapore, 23-26 September 1975. Organized by the Asian Regional Postal, Telegraph and Telephone International in collaboration with the International Labour Organization Regional Officer for Asia (Bangkok). Bangkok [1975]. 60 p.

This paper is a result of a subregional seminar organized by the Asian Regional Office of the Postal, Telegraph and Telephone International in collaboration with International Labour Organization as part of an effort to develop an awareness and understanding of population questions and their relevance to promoting the welfare of the workers, raising their standard of living, achieving national development goals, and improving the quality of life. The report is a compilation of the speeches delivered and the papers presented during the seminar which primarily served as springboard for reactions and discussions. The papers presented touched on all aspects of the population problem which in turn served as basis for the planning and implementation of

population activities in the labour sector. The discussion papers deal with the ILO's labour and population programme; the implications of rapid growth on employment, income, wages and environment; various contraceptive methods; some implications of rapid population growth on human welfare and social development; and strategies in communicating with workers about population issues and family planning. The last part enumerates the recommendations drawn up during the seminar focusing on what the trade unions, the employers, and the government can contribute in making population education a part of the activities of the labour sector.

Descriptors:

Labour Unions; Workers' Education; Conference Report; Asia

Source:

ILO Regional Office for Asia
P.O. Box 1759
Bangkok, Thailand

Population Education As Integrated Into Development Programmes: A Non-Formal Approach

Abstract Bibliography
Series One

Population Education In Literacy

Literacy programmes, and for that matter population education in the non-formal setting, to work effectively, must be linked with the real problems and needs of the people. This is repeatedly the main theme of all the materials that have been abstracted and reviewed for this part. As such, the abstracts highlight the strategies, guidelines, procedures and the processes used in making population education in literacy programmes acceptable to the millions of illiterates and out-of-school youth and adults throughout the Asian region, who are preoccupied with finding solutions to their more immediate needs of food and water. This part is particularly made more interesting by two successful experimental functional literacy-population education projects carried out by the Adult Education Division of the Ministry of Education in Thailand and the Philippine Rural Reconstruction Movement. Most of all the documents selected for this section have been enhanced and enriched by the extensive work and experiences of the Unesco Regional Office for Asia and Oceania and by the materials of the World Education which are a result of 18 years of practical field work in literacy.

Population Education Clearing House
Unesco Regional Office for Asia
and Oceania
Bangkok, Thailand 1980

Population Education In Literacy

Harman, David

Functional Literacy Programmes; Family Life Education Programmes; Adult Education Programmes; Programme Planning. New York, World Education, 1978. 119 p.

Setting up any educational endeavour requires careful planning. Systematic and meticulous planning becomes all the more important in educational programmes that are innovative. One such case is the adult functional education programmes incorporating family life planning which is a new undertaking in most countries. This monograph sets out to outline the various stages involved in programme development. Chapter One enumerates and describes briefly these stages setting programme objectives, determining the target populations, mapping operational activities, looking into budgetary constraints and identifying other constraints, setting a timetable, setting up the staff and soliciting assistance from other agencies. The book does not only stop at giving these general stages which normally are found in any planning books. It goes beyond this by dissecting each stage of planning and fleshing each out with situation-specific and concretely useful guidelines. Chapter two presents a model which affects a programme success. This model consists of various factors or variables that are arranged in a matrix. It is up to the user to match and mix these variables and come up with a model that will work in his own conditions or setting. This model consists of four stages which makes a planner takes a systematic look at the current situation; builds his own concept of the ideal system; compares his ideal system with the existing one by looking at an accurate presentation of the characteristics of the target populations and charts a way to bring the current system to his ideal image by means of an operational programme plan. It further looks into the target population in chapter three as a justification to the fact that a programme can only be successful if it is for the people and draw its content from the people. The rest of the chapters are devoted to more detailed descriptions and enumeration of procedures that could be followed in designing a syllabus and curriculum and preparation of materials, designing, teaching methods, recruitment and training of teachers, programme administration and evaluation for family life planning education projects. In following these procedures, the author suggests that the planner must be flexible for like other part of educational planning, it must respond to the changing and diverse needs of people everywhere.

Descriptors:
Functional Literacy Programmes; Family Life Education Programmes; Adult Education Programmes; Programme Planning.

Source:
World Education

1414 Sixth Avenue
New York, N.Y. 10019, U.S.A.

India. Ministry of Education and Social Welfare. Directorate of Adult Education.

Draft report [of the] National Conference on Planning and Development of Population Education Programme in Adult Education, Tirupati (India), 17-20 September 1979. Jointly organized by Directorate of Adult Education and Population Studies Centre, Sri Venkateswara University. New Delhi [1979] 1 vol. (various pagings).

This national conference was a result of a desire of those in the population education both in-school and out-of-school to evolve a strategy for introducing population education as part of the Indian National Adult Education Programme (NAEP). To achieve this, NAEP convened a meeting of 62 participants from voluntary organizations, universities, state departments of adult education and state resource centres to discuss the involvement of NAEP in population education specifically in the area of planning, implementation and evaluation and research. The participants gave the following recommendations: (1) that attention should be given as to how contents of population education can be incorporated into the NAEP curriculum; (2) that to maximize existing resources, contributing agencies should be clarified about the NAEP concept and be associated in the programme; (3) there is also a need for organizing training programme at national state and project levels, development of curriculum for training of various categories of functionaries at different levels; and (4) to strengthen planning and implementation, a national co-ordination committee be formed and the population education cell of NAEP be provided with technical experts. To start work, a compilation of a directory of various agencies involved in adult education and population should be taken up immediately together with the beefing up of documentation and clearing house services. As a follow-up of this national conference, the report lists down a work schedule whereby activities based on the recommendations will be implemented. To keep the implementation of the programme more realistic and effective, the participants also identified problems which will be encountered during the implementation stage. However, alternative solutions were also given to overcome these problems. This report also append a number of papers which were presented during the conference and will serve as useful background and reference materials for other countries which are planning an out-of-school population education programme.

Descriptors:
Adult Education Programmes; Programme Planning; India

Source:
Directorate of Adult Education
Ministry of Education and Social Welfare
34 Community Centre
Basant Lok, Vasant Vihar
New Delhi-110057, India

India. Ministry of Education and Social Welfare. Directorate of Adult Education.

Report on the National Seminar on Integration of Population Education in NAEP, Bombay, 3-7 March 1979. Organized jointly by the Directorate of Adult Education and Family Planning Association of India. New Delhi, Directorate of Adult Education/Bombay, Family Planning Association of India, 1979. 162 p.

Adult Education is now regarded as an inclusive programme concerned with total development, one of which is population and family planning. This interweaving of adult education, population and other welfare programmes in a coherent whole affecting the social development of individuals, shows a realistic and wider vision in tackling the problems of backwardness and poverty. This report of a national seminar jointly sponsored by the Directorate of Adult Education of the Ministry of Education and Social Welfare and the Family Planning Association of India, has brought out the importance of the planners, trainers and functionaries to be made fully aware of the interaction of such major forces as population and the environment and adult literacy. The participants of the seminar were divided into groups to discuss the following points: perception of population education in the context of the National Adult Education Programme; presentation of the problem by the Adult Education worker as distinct from the Family Planning Worker, problems related to linkage, training strategy, materials, input by NAEP in population education, and co-ordination at the national level.

The discussions resulted in the following recommendations: (1) the aim of the NAEP is the total development of the individual through education, and in this context, population education is a vital component which should be integrated within the overall framework of the programme; (2) population education is essentially an educational measures and as such, is not the same as motivation for family planning which is beamed to all eligible couples to adopt the small family norm of two or three children. Therefore, it is essential for the adult educator to perceive population education as a part of development; (3) to equip an adult educator of correct knowledge and skills about their task, a training programme for integration of population education with NAEP should seek to bring together workers from various population education, health and family welfare, and others; (4) instructional and follow-up material should be prepared as to take into account the values, traditions and aspirations of the community and build up from there a working group of representatives from NAEP and FPAI to examine existing materials; and (5) in order to establish systematic linkages between population education and NAEP, a National Co-ordinating Committee should be established consisting of representatives of various agencies concerned with population education and family welfare. The report also contains all the papers presented during the seminar focusing on such topics as subject areas and audiences, teaching/learning techniques, research and evaluation, training strategy, and others.

Descriptors:
Adult Education Programmes; Conference Report; India.

Source:
Directorate of Adult Education
Ministry of Education and Social Welfare
34 Basant Lok, Vasant Vihar
New Delhi, 110057, India

Indonesia. Ministry of Education and Culture.
[Final report of the] Regional Field Operational Seminar on the Application of Functional Literacy Approaches to Population Education and Family Planning, Lembang, Indonesia, 26 February-18 March 1973 | Jakarta [1973]
238 p.

This is a report of the first Regional Field Operational Seminar on Functional Literacy linked with Population/Family Planning held in Indonesia and participated by 49 specialists in adult education, family planning, curriculum development from seven Asian countries. The main objective of the seminar was to provide each participant with concrete and diversified field experiences in approaches, principles and methods and techniques of functional literacy. The seminar served as a training exercise for the participants (1) to study a particular environment and identify problems and needs in relation to population/family planning; (2) to draw up an educational programme and prepare instructional materials aimed at providing the target groups on the new knowledge and practices in family planning; (3) to train local instructors in functional literacy geared to family planning; and (4) to experiment on and evaluate the effectiveness of the educational programme. The participants were divided into three teams and experimented their respective projects on three selected villages in Indonesia. This report contained the steps followed by the three teams in undertaking their activities. Basically, they included reviewing and discussing alternative approaches in integrating functional literacy and population and family planning, determining profile and needs of the learners, studying the environment or conducting benchmark study, conducting survey, designing of the educational programme in terms of objectives, content, methodology, and activities; trying it out on the village audiences, and finally evaluating the effectiveness of the programme. The seminar and this report attempt to demonstrate the value of using an approach called "field operational seminar." Unlike the usual type of seminar which emphasizes exchange of views around a table, a field operational seminar is first of all a practical exercise taking place in the field — in real villages, with real people, facing real problems. It is a collective search and at the same time a self-training exercise. Participants jointly and progressively analyse, discuss, and test different approaches. This report of a field operational seminar is not an account of what has been said during the meetings, but of what has actually been done in the field, why and how it has been done, while facing concrete educational problems. It also contains the instruments used in evaluation and benchmark survey and the materials developed for use in the experiment.

Descriptors:

Functional Literacy; Family Planning Education; Adult Education; Instructional Materials; Conference Report; Indonesia; Asia

Source:

Ministry of Education and Culture, Jakarta, Indonesia

Keehn, Thomas

Functional education for family life planning; a program plan. New York, World Education, 1971. 47 p.

First in a monograph series devoted to the integration of family education with literacy and non-formal adult education programmes, the author rightfully claims that this monograph is based on eighteen years of practical field work in close association with Literacy House in Lucknow, India. This monograph describes World Education's overall programme philosophy, experience and methods. It is an effort to coordinate what they have learned from field activities so that their experiences can be applied to future programmes. The strategies for programme development contained in this monograph is a result of field studies in 18 developing nations, three regional seminars, and small carefully planned demonstration projects in six countries. The author describes the many lessons that World Education has learned from these experiences, among them would be growing attention from literacy programmes to non-formal functional education for young adults; dealing with the question of family size in the context of total family well-being-health, nutrition, schooling and new concepts about teaching methods and educational materials. The experiences that World Education has gained from these projects clarify the role that World Education will play as an international technical assistance agency for a programme called functional education for family life planning. This programme focus includes materials design, teacher training, and evaluation. He contends that it will not be difficult to undertake this activities as almost every country possesses a variety of organizational and programme vehicles that can support a family planning education programme of this kind. The third chapter is a very helpful guide to countries which are interested in submitting project proposals to World Education. It outlines World Education's strategy of programme development involving four aspects: country programmes, regional support programmes, worldwide support programmes and programme targets and phasing. Country programmes involve four phases: country analysis, programme design, project demonstration and evaluation, and programme expansion. These country programmes are supplemented by regional support services such as regional workshops, regional representatives and the like. Then the worldwide support programmes offers interregional staff specialists and consultants, workshops and conferences, local seed money grants, educational materials, and participant training.

Descriptors:

Functional Literacy Programmes; Family Life Education Programmes; Adult Education Programmes; Work Experience; Programme Planning.

Source:

World Education

1414 Sixth Avenue
New York, N.Y. 10019, U.S.A.

Kowit Vorapipatana.
"In Thailand, Part II – Initial evaluation optimistic for future of literacy-family life planning programme," World Education Reports 1 (2): 1-3, 8, Summer 1972.

This is a companion article to the first issue of World Education Reports which described the new materials developed for a pilot project in functional literacy and family life planning in Thailand. This second article summarizes the teachers' experiences with the materials, describes the methods of evaluating them, the strengths and weaknesses disclosed by these findings, and the steps for their improvement that are being taken as a result. Evaluation of the pilot phase was conducted in two states. First, the teachers reported their impressions in monthly meetings and in various training sessions. They found out that there were too many lessons being taken up for the six-month period. They also pointed to other physical and logistical problems. Inappropriate scheduling of the classes and transportation problems led to irregular attendance. The lettering on the cards and the cards themselves were too small; desks and chairs were designed for children, not adults. In the second stage, an in-depth questionnaire survey among class participants was conducted by the supervisory personnel. The evaluation results pointed to a marked increase in participation and learning compared with the ongoing literacy programme. Dropout rates were markedly reduced, interest in the material intensified participation, discussion was developed on substantive issues and recall of the written passages facilitated both learning and retention of material.

The lessons learned from the evaluation include the revision of the curriculum, such as changing difficult key words, substituting photographs, and making cards and letterings bigger and more enlarged. Supervisors also encouraged flexibility in scheduling of classes, instituted teacher training improvements, transferred more authority to regional officials from the central government so that they can increasingly tailor the project to the needs of each community. The report also includes a description of the plan for the expansion of the programme, the ultimate goal of which is to bring graduates of the functional literacy programme to an equivalent of four years of elementary education.

Descriptors:
Functional Literacy Programmes; Family Life Education Programmes; Programme Evaluation; Curriculum Evaluation; Thailand

Source:
World Education
1414 Sixth Avenue
New York, N.Y. 10019, U.S.A.

Literacy House.
[Report of the] Workshops on Functio-

nal Literacy and Family Life Planning Education, Hyderabad/Lucknow, 1 February – 9 March 1972. Sponsored by Population Council of India, World Education (New Delhi), Literacy Houses (Hyderabad and Lucknow). Lucknow, Literacy House/Hyderabad, Literacy House [1972]. 290 p.

The problems of population growth and illiteracy are the major concerns in India. Illiteracy is a critical barrier to a widespread and effective dissemination of information on population problems as well as to social and economic development. The Government of India and a number of voluntary organizations are mounting new efforts to combat these twin enemies of economic and social development. One of these is the holding of two workshops to enable health, literacy, and family planning workers to understand the concepts and content that should be incorporated in functional literacy and family life planning education, to plan teaching materials integrating the two areas and to explore the possibilities of introducing these materials into ongoing literacy programmes. The method used was essentially group discussion and presentation of papers by resource persons. The topics which served as springboard for discussion included concept of functional literacy, family life planning education, concept relevant to functional literacy in the field of agriculture, health, nutrition and family welfare planning; concept of target groups; concepts of material preparation and of mass communication and functional literacy. The two central concepts *functional literacy and family life planning education* have been variously defined. It was necessary to bring together individuals who have had some familiarity with the use of these concepts with state government officials and voluntary organizations who might design pilot projects on these areas. Although the workshop focused attention on the concepts, no clear, uniform, single definitions emerged and the projects which have been designed manifest some of the ways in which the concepts have found their way into action. This report also includes the selected papers presented at the workshops along with the discussions held and the ensuing agreements or disagreements.

Descriptors:
Functional Literacy; Family Life Education; Project Proposals; Workshop Report; India

Source:
Literacy House
Lucknow, India
or
Literacy House
Hyderabad, India

Philippine Rural Reconstruction Movement.

General guidelines for population Literacy Educators (POLE); a WEI – PRRM Project on Functional Literacy. San Leonardo (Philippines), 1973. 25 p.

This guide book provides the population/literacy educators with general guidelines for introducing population and family planning education concepts into literacy programmes. These guidelines have been generated from the experiences and activities of the Philippine Rural Reconstruction

Movement in introducing population/family planning education concepts into their on-going functional literacy programmes. The first part gives a brief definition of functional literacy and why family education should be a part and content of functional literacy. Then the second part describes the course guide. The course is divided into two parts of at least one hour per part. The *Group Discussion* on the technological, sociological and mathemetical aspects of the lesson leads the participants to the relationship of production and consumption, population control and socio-economic progress. The *Language Arts* is the study and mastery of syllables and words in the lead sentence — a meaningful statement about the illustration which serves as the basis for the group discussion. It is the key to the lesson. The lead sentences are formed to provide opportunity to learn the basic syllables of the language. The principle behind this is that the recognition/mastery of syllables/ words is made easier through the application of the principle of the law of association.

The steps followed for undertaking this literacy session are: First, present the picture and make sure that everybody knows the identity of the numbered objects or illustrations to avoid confusion. Secondly, during group discussion, present the (1) technical information on possible community projects in relation to the subject matter; (2) the effects of the project on the basic needs of the family and the quality of life; and (3) the cost-benefit ratio in the operation of the projects. Thirdly, during the Language Arts Proper, the following procedures should be followed in reading: firstly, associate the numbered illustration in the picture to the numbered words in the Lead Sentence and make them realize the number of syllables/sounds in each word; secondly, syllabicate the words in the sentence; thirdly, drill on the syllables for mastery using the flash cards and fourthly, test for increase in vocabulary and mastery. In learning how to write, show how the words should be written by conducting writing exercises. The guide also includes the specific steps in conducting reading and writing exercises. The author states that the effectiveness of this guide is facilitated by the initiative, creativity, and tactfulness of the education in meeting the day-to-day demands of adult learners.

Descriptors:

Functional Literacy Programmes; Family Life Education Programmes; Adult Education Programmes; Group Discussion; Language Arts; Manual; Philippines

Source:

Philippine Rural Reconstruction Movement
San Leonardo, Nueva Ecija
Philippines

Southeast Asia Regional Cooperation in Family and Population Planning. Inter-Governmental Coordinating Committee (IGCC).
Report [of the] Regional Workshop on Adult Education and Family Planning, Singapore, 17-21 December 1973. Organized by IGCC in collaboration with ESCAP, World Education and supported by ILO, Unesco, WHO and FAO Kuala Lumpur [1974]. 312 p.

To review the extent at which family planning is incorporated in various adult education programmes and to explore and recommend "new" alternative delivery systems feasible for incorporating family planning content, a workshop was convened by IGCC and attended by 39 participants from nine IGCC countries. This report details the proceedings and outcomes of the workshop which have been grouped according to the major topics for discussions, namely, (1) definition of terms; (2) the importance of the relationship between adult education and family planning; (3) review and assessment of formal adult education programmes, alternative delivery systems for adult education and non-formal education for adults in promoting family planning; (4) creative thinking; and (5) expansion of family planning content into adult education programmes in both the major delivery system and the alternative delivery systems. The major conclusions and recommendations called for a more systematic integration of population and family planning concepts into adult education programmes; and close co-ordination and co-operation among the agencies at all levels specifically with indigenous leaders for co-ordinating local programmes and with the population education board within the community. The group also strongly endorsed the need for a built-in evaluation component and more concretely the need for adult education agencies to be supplied with data on rejectors and drop-outs. It is very unusual for a conference to conduct practical demonstration and exercise to determine the capacity of participants to think creatively before applying this to a listing of adult education programmes into which family planning could be integrated. The report lists down a number of channels and delivery systems as a result of this. Lastly, the report also appends all the background papers and documents pertaining to the Workshop.

Descriptors:
Adult Education Programmes; Family Life Education Programmes; Programme Descriptions; Workshop Report; Asia

Source:
IGCC
P.O. Box 550
Kuala Lumpur, Malaysia

Unesco. National Commission of the Philippines.
Final report [of the] Regional Field Operational Seminar on Post Literacy Activities Linked with Population and Family Planning Education, Philippines, 25 March-15 April 1974. Manila [1974], 260 p.

This report goes beyond presenting the proceedings of a seminar into detailing the procedures for developing a post-literacy programme integrating population education and the preparation of materials for use in the programme. The field operational seminar was convened in the Philippines by Unesco for participants from ten Asian countries to demonstrate the integration of a post-literacy component in population education, to prepare and produce population-oriented materials and explore other post-literacy activities that promote the development of a literate community. The methodology used was a

practical exercise called field operational seminar. This involved conducting the following stages. First, the participants shared experiences with regard to how their respective national population programme integrate post-literacy activities. The next step was to conduct an analysis of situational context at the village level before planning a programme. The analysis centred on the factors of resistance which impede knowledge, attitude, and practice of family planning. After the analysis and interpretation of the survey data, the group established the learner's profile in order to determine the extent to which his behaviour might be defined as literate. Based on all these data, the participants formulated the general educational objectives and designed the appropriate post-literacy activities in the area of curriculum development. The next step was the elaboration and designing of the learning experiences which had been limited to a number of teaching aids because of lack of time. Then the seminar concluded its field activities by testing and experimenting these post-literacy learning experiences in family planning in three selected villages. This seminar provided an essentially different approach in promoting the objectives and the participants found it to be more effective because it involved the active participation of the existing social set up rather than creating a new one. This report provides a complete documentation of the procedures followed in undertaking the experimentation including the questionaires used and the materials prepared.

Descriptors:
Family Planning Education; Community Education; Post-Literacy Activities; Literacy Instructional Materials; Programmed Instruction; Conference Report; Asia

Source:
Unesco National Commission of the Philippines
Manila, Philippines

Unesco Regional Office for Education in Asia and Oceania.
Synthesis of the final report [of the] Field Operational Seminar in Functional Literacy Linked with Population Education and Family Planning, Indonesia, 26 February-18 March 1973. Bangkok, 1973. 18 p.

What role can education, particularly functional literacy, play in a population education and family planning programme? How can functional literacy programme be linked with a well-structured population education project? What conditions are necessary to integrate functional literacy and family planning in terms of principles, educational methods and techniques? These are the questions which the 49 participants of the Field Operational Seminar in Functonal Literacy linked with Population Education and Family Planning answered from 26 February to 18 March 1973. The methodology of the seminar involved conducting of experimental projects in three villages. The participants were divided into three teams and each team selected a village in which to carry out its own field experiment. Each team worked out in a non-directive way, the functional literacy process it wanted to follow in order to solve the problems of their respective

villages in population education and family planning. Before undertaking the village projects, the participants first agreed on certain procedures and guidelines to determine the directions and activities of the teams. The first week was devoted to an intensive study of the environment in relation to the family planning programmes and its requirements both at macro- and micro-level. On the second week, based on the major problems identified in the survey of the villages, each team set up an educational programme which included the formulation of instructional objectives, preparation of teaching/learning units, audio-visual materials and teaching aids, selection of appropriate methods and procedures and recruitment and training of local literacy teachers. The third week saw the implementation of the educational programme. Finally, an evaluation of the programme was also conducted to determine the strength or weaknesses of the process used to achieve effective integration of functional literacy and family planning. The value of the report is in the documentation of the methodology used in running the meeting, which is called "field operational seminar". It provides ideas to programme specialists of other national development programmes to use similar strategy in demonstrating more effectively how to link functional literacy with other community-building programmes.

Descriptors:
Functional Literacy; Family Planning Education; Adult Education; Conference Report; Asia

Source:
Unesco Regional Office for Education in Asia and Oceania Population Education Clearing House
P.O. Box 1425, Bangkok G.P.O.
Bangkok, Thailand.

World Education.
"Experiment project begins in Indian villages: rural women in Andra Pradesh start classes in health, nutrition, and family planning" World Education Reports 2 (2); 1-5, 12, Fall 1973.

A project was launched by the Council for Social Development in New Delhi and UNICEF to improve the welfare of children by providing integrated out-of-school education programmes in health, nutrition and family planning for village women. The project was called "Non-formal education for rural women: an experimental project for the development of the young child." The objectives of the project planner was to develop empirical evidence about the most effective ways to package and deliver integrated health, nutrition and family planning services. They chose three groups of rural women for their experimental interventions: women in the last trimester of pregnancy, nursing mothers, and mothers of children who are being weaned. Based on these groupings, four experimental groups were devised to test various education approaches. The first experimental group received a package of integrated health, nutrition and family planning materials through training *in functional literacy*. The topics included problems of pregnancy, child birth, family planning and nutrition of mother and infant. The second experimental approach took place in

Mother-Child Centres (MCC's) where women received practical education demonstrations related to health, nutrition and family planning *but not literacy training.* In the third experimental approach, functional literacy training and Mother-Child Centres education and services were combined on the principle of mutual reinforcement. Finally, a fourth group of women functioned as an experimental control group, receiving no other services than the normal government extension programmes that already existed in the villages. Teaching materials for the functional literacy classes were designed to enhance both literacy skills and the ability to cope with family life problems. The teaching materials were structured around photographs and illustrations that depict situations with which village women can identify. Problems raised in each episode were accompanied by two or three key words which were then used as basis for teaching literacy skills. The mother-child centres combined a demonstration curriculum with the delivery of basic health and nutrition services. They presented audio-visual and practical demonstrations to help mothers become aware of the most advantageous health and nutrition practices to adopt for herself and her child. The centres also provided related medical services. The experiment also included a built-in evaluation component in the beginning as benchmark survey, at the completion of the pilot phase and another survey one year after the completion. The initial implementation was confined to six villages. If the results of this 48-village pilot study are encouraging, then the sponsors hope to revise and extend the project to 80 villages.

Descriptors:

Pilot Projects; Programme Descriptions; Functional Literacy; Health Education; Family Planning Education; Rural Women; Integration Approach

Source:

World Education
1414 Sixth Avenue
New York, N.Y. 10019, U.S.A.

World Education.
PRRM Literacy and Population/Family Planning Education. Report on the Demonstration Project of the Philippine Rural Reconstruction Movement. New York, 1971. 60 p.

This booklet describes the materials produced in the early use of literacy and population/family planning education programme of the Philippines Rural Reconstruction Movement. The pilot project aimed to prepare the out-of-school youth on the role and importance of family planning in their personal lives and the larger community; to develop literacy primers, guides and manuals for teachers and to train teachers and evaluate this project with the end in view of expanding the experimental programme to wider coverage. The project started in eight pilot/demonstration villages, ran basically by a village-based population/literacy educators. A Literacy/Family Planning Council was also organized in each pilot village to help accelerate the organization and start of the classes. Before the Population/Literacy Educators were sent to the field, they were given training on the practical aspects of their job. The report goes rather in

detail into the procedures followed in conducting the population/literacy classes. The main material used in the classes was a primer which contained eleven concepts about population, family planning and quality of life. Each lesson consisted of pictures or situations which were within the experience of the learners. These were presented to stimulate discussion. During the discussion, the teachers guided the students toward the purpose of the lesson. In terms of phonetics, the teacher taught a set of syllables which were found the story written about the picture/situation through the use of flash cards, pocket charts and flannal boards. The teacher tried to lead them to the formation of words which were used in the story/situation. This eventually led them to reading the story. In terms of writing, the teacher presented four possible ways of writing the words and the learners chose the forms they prefer.

Descriptors:

Functional Literacy Programmes; Family Life Eduation Programmes; Programme Descriptions; Lesson Plans; Teaching Guide; Philippines

Source:

World Education
1414 Sixth Avenue
New York, N.Y. 10019, U.S.A.

World Education.
Report on the Bangkok Consulation Literacy Education and Family Life Planning, Bangkok, 25-30 January 1971. New York, 1971. [63 p.]

This is a report of a conference held several years ago in Bangkok for the purpose of discussing adult literacy and family life planning in general and examining the programes in Thailand and the Philippines specifically. The consultation opened with a discussion of the basic concepts behind combining adult literacy education and family life planning and the methodology that has been developed. This included discussions about the need for family life planning, the audience to be reached, and the role of adult literacy education in these efforts. In the second session, the participants learned about the preparation of written and audio-visual materials, including the materials being used in the ongoing programmes, as well as new ideas in using visual aids to promote literacy. The review of materials on functional education programmes showed that each situation requires an approach tailored to the goals of the project and the characteristics of the people who were to be reached. No programme presented was the same as any other. Attempts were constantly made to show the unique relationship of method and materials to the type of population being served. The third session focused on teacher training. Since the teacher is generally accepted to be the key figure in this programme, a great many considerations must be given to the selection, the training, the supervision and the retention of the teachers involved. The issues raised and discussed with regard to teacher training were (1) Who are the best candidates to be selected for teaching literacy/family planning education classes? (2) Should teachers be chosen who have already had training and experience as teachers in the primary schools? (3) How can teachers be

recruited, and what arrangements must be made for them within the local community? (4) What are the important components of the training to be given? (5) What provisions must be made for helping the teachers on the job? (6) What are the best methods for keeping trained teachers over a period of time? A session was also devoted to looking into the role of international organizations in adult literacy programmes for family life planning. Finally, country teams reviewed and formulated programmes with a view toward clarifying plans and objectives. One of the materials which deal on the pioneering efforts to integrate population and family planning into adult education, this report is noteworthy as a background material showing the thinking of those initially involved in this undertaking.

Descriptors:

Family Life Education Programmes; Functional Literacy Programmes; Adult Education Programmes; Materials Preparation; Audio-Visual Aids; Training; Adult Education; Programme Descriptions; Conference Report; Philippines; Thailand

Souce:

World Education
1414 Sixth Avenue
New York, N.Y. 10019, U.S.A.

World Education.
Report of the Near East/South Asia/Far East Workshop on Literacy/Population/Family Planning Education, India International Centre, New Delhi and Literacy House, India, 18 April to 2 May 1970.
New York, 1970. 126 p.

To assist countries in designing and planning a demonstration and/or experimental project for developing materials and introducing population concepts into adult literacy programme, a workshop was organized for personnel in adult literacy, family planning and health education fields in six Asian countries by the World Education and Literacy House in Luckow in India. This report focuses on the proceedings of the Workshop. The discussions pointed out that literacy programmes, to work effectively, must be work-oriented or linked to real objective and needs of the people. The principle is to show that literacy tied with work-oriented programmes can facilitiate a raise in standards of living — hopefully generating demand for family planning services since the concept of family planning and literacy with regard to quality are often linked together. Furthermore, real motivations to practice family planning can be acquired only through literacy or education. The report also details the brainstorming and role clarification sessions that went on before the actual planning and organizations of pilot projects took place. The report gives ample documents to show that based on a number of programmes in literacy and family planning being undertaken in some countries, literacy and family planning programmes can be linked together. The report identifies the essential features of a good pilot project and states that the selection of a particular target group for a specific programme is of prime importance for a pilot project. Actual population services and follow-up reading

materials are also necessary to guarantee lasting results of the Project. Evaluation of pilot projects, another issue raised, should be done during initial planning and termination of the project. The discussions also raised the need for experts, government officials, local leaders, and local personnel in setting up and maintaining the programmes. The procedure for material and curriculum preparation was also taken up as one of the most crucial components in designing the project. Based on these clarification and brainstorming sessions, the participants broke up into five groups to discuss matters of content for the pilot projects. The group reports are found in Section Four and the country proposals in Section Five, specifically Philippines' and Thailand's proposals.

Descriptors:
Functional Literacy Programmes; Family Life Education Programmes; Pilot Projects; Workshop Report; Asia.

Source:
World Education
1414 Sixth Avenue
New York, N.Y. 10019, U.S.A.

World Education.
The Thailand project: an innovative programme in Functional Literacy and Family Life Planning. New York, 1973. 16 p. (World Education Projects no. 1, May 1973)

This case study represents just the beginning of an intriguing experiment in alteration on traditional concepts in adult education. The functional literacy and family life planning programmes of the Adult Education Division of the Ministry of Education is based on Buddhist principles namely, first, life is suffering; second, this suffering can be cured; third, in order to cure this suffering, the origin of the suffering must be identified; fourth, only then can those who seek solutions choose the right ways to alleviate the suffering of the people. The planners of this programme recognize that the main obstacle to progress in rural areas center around a rigid adherence to traditional beliefs and a tendency to reject innovation. Unless these attitudes are changed, behaviorial changes cannot occur. Based on these premises, the planners followed five concepts in developing the curriculum. First is to remove the obstacle or the tendency of the people to reject innovation. Secondly, changing attitudes and beliefs should be backstopped by actual services such as family planning clinics, change agents, and others, third, teachers and supervisors need more special training courses in adult education. Fourth, teachers should also be trained to relate the materials to the problems of a particular village; and fifth, the programme should not add itself to the burdens of the rural people. Therefore it must be highly motivational in its teaching technique and should provide the villagers with immediately useful information.

The case then enumerated the following steps used in developing the curriculum (1) identifying the conditions or problems; (2) selecting the right concepts. In introducing the right concepts to the students, the teacher and the materials provide information and

facts that enable the students to understand why the existing conditions are problems and how these problems affect their living conditions; (3) materials production. The curriculum contains two parts: concepts and literacy skills. Based upon the card theory, a series of 212 cards covering four topics in the syllabus is written. Each picture is designed to stimulate discussion of the concept. These cards are given to the students after each lesson and they build their cards into a looseleaf binder. Each card is individually programmed as a device for reinforcing instruction of both the key words and key concepts in each lesson and as an aid to the teachers to simplify their training; (4) choosing the techniques. The main teaching technique is group discussion which stimulates the natural learning environment of Thai adults; (5) structuring the lessons. The materials that are used in this programme enables the student, right from the very first night he attends the session to at least read one word and learned one new concept that he can use right away. Thus, the adult is provided concrete information that will apply to his daily life; (6) training the teachers. Since most of the teachers used have no previous experience working with adult illiterates, they were given a one-week training session. The case study also includes a description of the evaluation of the project and the results of the evaluation.

Descriptors:

Functional Literacy Programmes; Family Life Education Programmes; Case Studies; Programme Descriptions; Programme Evaluation; Thailand.

Source:

World Education
1414 Sixth Avenue
New York, N.Y. 10019, U.S.A.

Population Education As Integrated Into Development Programmes: A Non-Formal Approach

Abstract Bibliography
Series One

Population Education In The Out-Of-School Youth Programme

This part is a compendium of abstracts of selected handbooks, case studies, monographs and inventories describing how youth programmes of various development agencies all over the region have innovatively involved the out-of-school youth in learning population education concepts and practices. Among the various parts that comprised this series, this section contains the most comprehensive inventory of case studies of organizations engaged in educating the out-of-school youth on population education concepts in many Asian countries. It is also in this field that a variety of alternative strategies and approaches had been tried and tested in many pilot projects ranging from summer camps, vocational and income-generating activities, parents and youth clubs, and youth organizations via the medium of music, sports, education, work and others. A more significant feature of the abstracts contained here is the consolidation of lessons learned from these activities and guidelines derived from these lessons which can be used for planning, designing, implementing and evaluating out-of-school population education programmes.

Population Education Clearing House
Unesco Regional Office for Asia
and Oceania
Bangkok, Thailand 1980

Population Education In The Out-Of-School Youth Programme

Bangladesh. Department of Social Welfare.

[Report on the] Orientation Workshop of Supervisory and Key Project Personnel of the Population Activities for Out-of-School Youth Project. Dacca, 1978. 153 p.

This volume consists of training materials developed by the Training Materials Committee of the Department of Social Welfare for use in training supervising and key project personnel. Since the training materials were done hurriedly, this volume is meant to be revised based on the comments and reactions of the trainees. The volume includes a range of topics from background information about organizations involved in out-of-school youth activities such as the Population Activities of Out-of-School Youth (PAOSY), and the National Population Policy to the basic concepts and topics to be taken into consideration when teaching about population education. These concepts include population education and its scope and objectives, basic demographic concepts and processes, anatomy and physiology of reproduction, and family relations. Methodologies are also dealt with in the areas of instructional method for teaching population education, developing and organizing a training programme in out-of-school population education and research and evaluation. A sample training curriculum course is appended for training of key project personnel.

Descriptors:
Demography; Population Policy; Population Programmes; Instructional Materials; Teaching Methods; Training; Programme Planning; Curriculum Outline; Worshop Report; Bangladesh

Source:
Population Activities for Out-of-School Youth Project
Department of Social Welfare
28 Bejoy Nagar
Dacca — 2, Bangladesh

Berstecher, D.G. and Meher C. Nanavatty.

Advisory services report (29 April-10 May 1974) on the Project "Population Awareness and Sex Education for Out-of-School Youth" submitted by the Government of the Philippines for UNFPA assistance. Bamgkok, Unesco Regional Office for Education in Asia, 1974. 35 p. restricted.

This report is an example of a publication which provides useful tips and guidelines on how to develop and evaluate a project proposal on population awareness and sex education for out-of-school youth. The project proposal concerned is called 'Population Awareness and Sex Education' (PASE) which is being implemented now by the Ministry of Social Welfare of the Philippines. The Population Awareness and Sex Education Programme is directed to the Out-of-

school youth which aims to help them achieve a fuller and better quality of life by providing them with opportunities for total development through participation in social, physical, economic, cultural, and mental activities. This is done by infusing the population education concepts into the Bureau of Youth Welfare's Human Resource Development Programme for Youth. The main vehicle used is training and the following four concepts have been integrated into the training course content: (1) population dynamics; (2) human behaviour and social environment; (3) family relations; and (4) planning and decision-making. Before project approval, a project appraisal was conducted by Unesco and ESCAP regional advisers. Basically, the project appraisal mission endorsed the long-range and immediate objectives but proposed two additional objectives: a) to integrate the PASE project with on-going, economically oriented or income-generating youth activities sponsored by the Bureau of Youth Welfare of the same Ministry; and (b) closely relating it to the economic and socio-cultural conditions prevailing in local communities. The group also recommended a major strengthening of the training component particularly integrating PASE and the income-generating projects of the Ministry, making use of a field work practicum where trainees are taught how to survey the local conditions of the out-of-school youth and the extension of training to a minimum of five weeks. In addition, training manuals have to be prepared. The third area deals with research and evaluation where it was proposed that evaluation workshops be held at the regional and national levels. Furthermore, baseline research on the economic and socio-cultural conditions of the out-of-school youth will have to be conducted. Also appended in this report are case profiles of four youth development workers which describe not only the educational, cultural, financial backgrounds of the worker but the factors that facilitate or impede the success of his/her work.

Descriptors:
Programme Planning; Programme Evaluation; Sex Education; Training; Youth Leaders; Philippines

Source:
Unesco Regional Office for Education in Asia and Oceania Population Education Clearing House
P.O. Box 1425, Bangkok G.P.O.
Bangkok, Thailand

Family Planning Association of India.
Population education for the younger generation. Report of the proceedings of the Seventh All India Conference, Manipal, India, 14-18 February 1971. Bombay [1971]. 173 p.

This book is a compilation of numerous papers presented during the Seventh All India Conference of the Family Planning Association of India which carried the theme: Population education for the younger generation. The five-day seminar was allotted to 33 speakers who presented papers on 25 topics on the various aspects on population education. These 25 topics are grouped according to

the following major areas: (1) basic concepts of population education; (2) the content of education for population awareness as related to curricular and extra-curricular situation; (3) training, research and evaluation; and (4) on-going projects of the Family Planning Association of India and future action plans. Among the topics which are concretely useful include Professor Mehta's *Programme content at different levels with appropriate teaching techniques,* Dr. Poffenberger's *Population learning for out-of-school youth;* Professor Faneuff's *Requirements for training teacher-educators and teachers in promoting population awareness including* (a) subject content and methodology; and (b) source materials and aids: a suggested plan; Dr. Ram's *Major aspects of teacher orientation and training; School programmes at the primary and secondary levels;* and *Educating for population awareness outside the school system.* The book serves as a comprehensive reference material as it carries information on almost all possible aspects of population education.

Descriptors:
General Coverage; Training; Research and Evaluation; Programme Descriptions; Conference Report; India

Source:
Family Planning Association of India
Bajaj Bhavan
Nariman Point, Bombay 400021, India

Family Planning Association of Singapore.
Report on Youth and population – a matter of concern. Report of a Seminar on Population and Family Life Education, University of Singapore, Singapore, 21-23 March 1976. Jointly organized by the Youth Subcommittee of the Family Planning Association of Singapore and the Committee on Population Studies, Medical Society, University of Singapore. Singapore, 1976. 59 p.

This seminar report details how a selected group of young people was brought together to educate them on population, family planning and related issues and to inculcate in them values imperative to the promotion of planned parenthood as a desirable way of life among the young people. The value of the seminar was on the various methodologies used to conduct the proceedings, such as panel discussions, group discussions, film-cum-slide shows and role-playing. The discussions centered on the concepts of human sexuality, teen-age dating and premarital sex, role of youth as a student in an organized community, in neighborhood and in the family. The students then designed plans and projects for seminars, counselling programmes and in-school activities related to population for young people in Singapore. This report includes detailed accounts of various activities such as case studies, role-playing and discussion groups — about population change, family roles, sex education and pre-marital sex. This report is frank and interesting when, for example, the role-playing was not successful, reasons are given; when pre-marital sex was discussed, the report deplored the fact that the young people do not discuss it in terms of human love. It

also contains the pre-and pos-evaluation questionnaires for the seminar. A number of lessons can be derived from the weaknesses and strengths of the seminar.

Descriptors:
Family Life Education; Sex Education; Programme Evaluation; Questionnaires; Training Techniques; Conference Report; Singapore

Source:
Family Planning Association of Singapore, Singapore Council of Social Service, 4th floor
11 Penang Lane, Singapore-9

International Planned Parenthood Federation.
Reaching out-of-school youth; a project planning handbook for population – family life education, by J.A. Johnston. London, 1975. 75 p.

The difficulties of reaching out-of-school children and youth with educational programmes which will enable them to make rational decisions about family size are daunting. They are frequently unorganized, awkwardly distributed and lacking in opportunity for further education. To remedy this situation, a seminar was held bringing together cross-disciplinary teams from nine countries in the IPPF South-East Asia and Oceania Region to work together in developing a specific pilot projects in population education for out-of-school youth. The results of this seminar is this handbook which does not only contain the pilot projects in population – family life education which had been drawn up by each national team but also a step-by-step guide on how to plan an out-of-school population education programme. The handbook focuses on the various components which comprise a programme planning exercise. These are setting of objectives, identification of target groups, deciding content, planning programme communication, planning programme resources and planning evaluation. Each component is further elaborated upon by a very concrete presentation of step-by-step guidelines showing how to develop the component plan. Setting of objectives is divided into general and specific which is further broken down into operational objectives. Identification of target groups gives the categories and profile of the audience and how to determine the nature and character of the target group. Deciding content focuses on the following content areas: early marriage, spacing of children, small and large family size and migration. Planning programme communication enumerates the various channels and vehicles for transmitting population messages effectively. Planning programme resources deals with three types of input namely, human resources, organizational resources and financial resource. Finally planning evaluation discusses what to evaluate, the purpose of evaluation, and approaches to evaluation.

Descriptors:
Family Life Education; Programme Planning; Programme Evaluation; Manual

Source:
International Planned Parenthood Federation
18-20 Lower Regent Street
London SW1Y 4PW, England

International Planned Parenthood Federation.
Where next?: an overview of youth and family planning. London, 1975. 48 p.

Over the past few years youth projects with population component are beginning to expand at an increasing rate and workers are finding it increasingly difficult to keep up with the latest news and developments. Furthermore, there is now a need to update the approaches, concepts and attitudes towards youth and its place in population and family planning programme. *"Where Next"* is a bulletin aimed to help provide information on the trends about this topic. More specifically, it provides information on activities of interest involving the IPPF and FPA (Family Planning Association) and stimulates new thoughts and ideas about certain problem areas in the field of youth. The format of the bulletin is divided into the following sections: (1) an inventory of acitivities that had been going on by countries, agencies, describing the special features of each activity; (2) the various work of the IPPF along this line namely, holding of various meetings and seminars and future directions; (3) some thoughts and comments about youth representation and target groups; (4) Ideas for Action deals with innovative approaches for conducting the youth programme such as through sports, music, clubs, and others, (5) Resources lists down various audio-visual and printed materials which can be used by youth workers in their information and motivation campaigns.

Descriptors:
Programme Descriptions; World; Audio-Visual Materials; Programme Planning; Family Planning

Source:
International Planned Parenthood Federation
18-20 Lower Regent Street
London SW1Y 4PW, England

International Planned Parenthood Federation.
Working with youth: some out-of-school approaches to population, family life and sex education. London, 1977. 73 p.

Population and family planning is an area in which youth is increasingly becoming a focus for activity, particularly in relation to the provision of informaton and education. This publication gives three reasons why the development of youth programmes should be given greater importance. Firstly, young people have both a right and a responsibility to participate in the formulation of programmes that will affect their lives. Secondly, if programmes are to be acceptable and relevant to young people, it is important that their needs and aspirations be taken into account from the very beginning of the planning process. Thirdly,

to put a more positive emphasis, young people have the potential to make a considerable contribution to the process of development, a potential that will remain greatly under-utilized if their opportunities to participate are restricted. In response to these, various countries have undertaken youth projects in population. Consequently, a considerable body of experience has already been built up throughout the world on this area although the content and approaches developed obviously vary according to local needs and different socio-cultural settings. It is to contribute to an exchange of ideas and experience between Family planning Association and other organizations concerned with youth that this publication has been prepared. This material contains eleven brief case studies on various population youth programmes from 11 countries. The case studies each illustrate different approaches to programme development in terms of objective learning groups, organization and structure, and content and methods. They range from programmes in which young people are seen primarily as 'targets' to those which have been almost wholly designed and implemented by young people themselves. The conclusions endeavour to draw out and discuss some of the major points raised in the summaries and to indicate a number of issues for consideration in formulating a youth programme. The programmes described have been selected from those which are relatively well-established and which have been initiated by IPPF's Family Planning Associations. More specifically these programmes' range include: training young people as sex educators, community education, community development projects, sex education for out-of-school youth through parents and youth clubs, and family life education for young workers, students youth leaders, and the handicapped.

Descriptors:
Family Life Education; Sex Education; Case Studies; Programme Planning; Asia.

Source:
International Planned Parenthood Federation
18-20 Lower Regent Street
London SW1Y 4PW, England

International Planned Parenthood Federation. Indian Ocean Regional Office.
[Report on the] Youth Programme Management Seminar, Colombo, 26-30 June 1978. [Colombo, 1978]. 318 p.

This seminar report contains the proceedings of an exercise in stock-taking of the efforts made in implementing the recommendations of the last Regional Seminar on Youth held at Kathmandu, Nepal by International Planned Parenthood Federation. In that seminar the youth participants developed projects that they implemented upon return to their countries. This seminar analysed the obstacles and problems faced by different countries in undertaking the country projects after that and based on these, restructured the approach in terms of manageable activities. The country pro-

grammes taken up in this report include the work of the Bangladesh Voluntary Service (BVS) Family Life Education Project and Training Programmes and Community Education Project among the youth in the urban and industrial sector in Malaysia, Sarvodaya movement in Sri Lanka, Karnataka Experience of Training Youth for Social Responsibilities in India, Population Education component in rural community development and rural training programmes in Sri Lanka, Youth activities in health corps, welfare legion and literacy corps in Iran, and country reports on youth activities by Bangladesh, India, Iran, Nepal, and Sri Lanka. Each presentation contains problems encountered, results of evaluation and lessons learned from the project. After each presentation, an open forum followed where the participants culled salient features from the project and contributed to the improvement of the project by suggesting ways and means for improvement. The seminar report devotes the last part to concrete lessons learned from the seminar proceedings.

Descriptors:
Community Development Programmes; Family Life Education; Training Programmes; Programme Descriptions; Conference Report; Asia

Source:
International Planned Parenthood Federation
Indian Ocean Regional Office
49 Sir Ernest de Silva Mawatha
Colombo 7, Sri Lanka

International Planned Parenthood Federation. Western Pacific Regional Office.
New horizons in population education: an exploration of community approaches to young people. Proceedings of the Regional Workshop, Tokyo, 5-8 June 1973. Tokyo, 1973. 90 p.

This workshop report contains eight background papers which were delivered during a conference sponsored by IPPF Western Pacific with the theme: 'New horizons in population education: an exploration of community approaches to young people. The papers revolved around the following objectives of the workshop: (1) to explore the expanded concept of population education; (2) to explore community approaches to population education; (3) to plan strategies for the extension of population education through community channels to youth; and (4) to mobilize potential diffusers of population education to youth. The report contains eight background papers which cover the areas of (1) population awareness; (2) characteristics of youth; (3) potential contributions of non-government organizations and their leadership in population activities and the government and civil service personnel; (4) mass media and youth; (5) population education and teachers. The papers and the discussions provided new insights into old problems and demonstrated that plans and common actions and strategies can be formulated imaginatively. The results of discussions also pinpointed the various strategies to be adopted by the participating countries in response to national difference. In the case of Japan, the need seemed to in-

troduce population education in the in-school curriculum. In contrast, the team from Korea has sought to develop approaches to youth outside of the secondary schools like in the military training. In the case of Hong Kong, the need is both for in-school and out-of-school sectors.

Descriptors:
Community Development Programmes; Mass Media; Population Awareness; Workshop Report; Asia

Source:
International Planned Parenthood Federation
East and South East Asia and Oceania Region
P.O. Box 2534
Kuala Lumpur 01-02, Malaysia

Khare, Shiv.
Status of existing out-of-school youth population education programme and its linkage with national adult education programme. Background paper of the National Conference on Planning and Development of Population Education in Reference to NAEP, Tirupati, India, 17-20 September 1979. New Delhi, Youth and Family Planning Programme Council, 1979. 13 p.

This paper traces the beginnings of the out-of-school youth population education programme and its linkage with national adult education programmes to its present status in India. It states that in 1976 population education was solely the main responsibility of the in-school sector. In 1967 and 1968 the Indian Assembly of

Youth in cooperation with the World Assembly of Youth (WAY) organized a series of workshops aimed at involving the youth in population and family planning programmes. It stated that little attention has been given by NCERT in concretely undertaking population education projects to reach the out-of-school youth. The real boost to the out-of-school youth population programme was given in the World Population Year (1974). Since then, a number or agencies began to incorporate out-of-school youth activities in their programmes. The paper enumerates these agencies and provides a description of what each one is doing along this line. One linkage that is given much emphasis in this paper is the linkage of population education with adult education programme. This link has been attempted by several agencies basically through the classroom and skill-oriented approaches. Then it proceeds to differentiate the two approaches by giving concrete strategies and operations being followed in conducting the two approaches.

Descriptors:
Programme Descriptions; Coordination; Adult Education Programme; India.

Source:
Youth and Family Planning Programme Council
P.O. Box 3850
New Delhi-110049, India

People's Association Youth Movement.
Towards responsible parenthood. A re-

port on the First Youth Leadership Training Camp, St. John's Island Holiday Camp, Singapore, 23-25 April 1976. Jointly organized by the People's Association Youth Movement and the Youth Subcommittee of the Family Planning Association of Singapore. Singapore, 1976. 78 p.

This report details the results of a youth leadership training camp entitled, "Towards Responsible Parenthood" sponsored by the Youth Subcommittee of the Family Planning Association. The purpose of the two-days camp was to create an awareness among 60 youth leaders on the subjects of population, responsible sexuality and responsible parenthood and to equipthem with the necessary information so that they in turn can motivate and educate their relatives, peers and friends within their own groups. The Training Camp programme consisted of talks, group discussions, film-cum-slide shows and social programmes. There were three sections in the programme, namely (1) Human reproduction accompanied with small group discussions on the topic 'responsible girl-boy relationship; (2) Role of Youth in Planned Parenthood; and (3) Prin ciple of communication. This was rounded off with a session where each group designed a practical youth programme in 'Responsible Parenthood'. The usefulness of the report also lies in the inclusion of the results of the evaluation and the evaluation instruments.

Descriptors:
Family Life Education; Sex Education; Training; Youth Leaders; Singapore

Source:
People's Association Youth Movement
Singapore

Philippines. Department of Social Welfare.
Proceeding of the National Workshop on Youth Contribution to National Progress, Population Center Auditorium, Makati, Rizal, 7-9 October 1974. Organized by the Bureau of Youth Welfare, Department of Social Welfare in Cooperation with Unesco Regional Office for Education in Asia and Oceania (Bangkok). Manila [1974]. 76 p.

This paper is a report of the National Workshop on Youth Contribution to National Progress sponsored by the Ministry of Social Welfare in co-operation with Unesco Regional Office for Education in Asia. The workshop involved interagency participation as represented by the administrators and supervisors, and youth workers and leaders from both public and private agencies. The major topics of discussion included socio-cultural values affecting population, economic development policies and youth involvement, and evolving methods and strategies for effective integration of both population and youth programmes. The outcome of the workshop pointed out possible areas for integrating into existing or planned youth programmes the integral components of economic development and/or population education. Lastly, the report appends the three papers which served as springboard for discussions during the workshop.

Descriptors:
Development Programmes; Programme Planning; Social Values; Philippines

Source:
Bureau of Youth Welfare
Department of Social Welfare
Manila, Philippines

Population Center Foundation. Research Utilization Project for Out-of-School Population Education.

Communicating population concepts to the out-of-school youth, by Arnold Azurin. Manila, 1978. 52 p. (Research Utilization Project for Out-of-School Population Education monograph series 3, part 1)

This monograph is a synthesis of a literature review on the techniques of communicating population education to the out-of-school youth and the experiences and activities of various agencies which undertake an out-of-school population education programme. Since it is generally agreed that effective communication is a vigorous change catalyst, the monograph points to the need to design a viable communication network and strategy for reaching out-of-school youth. Fieldworkers who are responsible for motivating the out-of-school youth will find in this monograph various practical strategies and approaches for communicating population education concepts to them. The first part enumerates general statements or postulates on communication techniques which are based on research studies and experiences of agencies with out-of-school youth programmes. These propositions or techniques focus on the following: (a) communicator's aims; (b) various communication approaches for different socio-economic setting; (c) using well-known source; (d) total community development; (e) handling delicate topics; (f) designing messages that reflect local conditions; (g) two-step method of communication; (h) communicator's empathy; (i) selecting a channel; (j) using multi-media package; (k) interpersonal communication; (l) using traditional media; (m) gathering feedback; and (n) generating an informal atmosphere in discussing population concepts. To further support the above propositions, cluster of case studies on the experiences of fieldworkers in communicating with the youth about population concepts follow. Each case is accompanied by study guide questions which enable the user to have a surer insight and understanding of the problems on communication techniques.

Descriptors:
Literature Review; Communication; Case Studies; Philippines

Source:
Population Information Division
Population Center Foundation
P.O. Box 2065
Metro Manila, Philippines

Population Center Foundation. Research Utilization Project for Out-of-School Population Education.

Coordinating population projects for

out-of-school youth, by Sylvia Palugod. Manila, 1978. 51 p. (Research Utilization Project for Out-of-School Population Education monograph series 3, part 3)

The monograph states that coordination of population-related activities is a primary concern of organizations implementing development programmes for out-of-school youth. The present situation in the Philippines is characterized by duplication of programmes, competition for resources and clientele, and the resulting fragmentation of what could be an effective national thrust toward increasing youth awareness of population issues. The situation can be avoided by developing a workable mechanism and making it work. This monograph is an attempt to provide the initial impetus necessary for the development of a co-ordination mechanism for population education programmes. The bulk of the paper focuses on the conditions which appear to facilitate coordination. These conditions are given as a set of propositions derived from research and experience. The first few propositions concern simple co-ordinated arrangements, but the latter propositions assume the existence of highly structured interorganizational relations. A large part is also devoted to standardization and formalization and to various coordination models which were derived from literature and those proposed by representives from agencies with population programmes. These propositions are further examined by following them up with case studies in Part II. The situations depicted are reflective of true-to-life difficulties and problems in inter-agency coordination. The usefulness of this monograph is on the section on study guides which are appended at the end of each case to help the readers come up with a perceptive analysis of the case to eventually see how his own agency's experiences on coordination compare. As the user reads, analyses and discusses the cases, he is urged to refer back to the propositions and to draw fully from them.

Descriptors:
Literature Review; Coordination; Case Studies; Philippines

Source:
Population Information Division
Population Center Foundation
P.O. Box 2065
Metro Manila, Philippines

Population Center Foundation. Research Utilization Project for Out-of-School Population Education.
Evaluating population education projects for out-of-school youth, by Norma Munoz-Paraiso. Manila, 1978. 58 p. (Research Utilization Project for Out-of-School Population Education monograph series 3, part 2)

This monograph contends that out-of-school population education can indeed contribute to responsible decisions concerning the youth's reproductive behaviour. On the other hand, it challenges agencies which are undertaking non-formal population education

to prove so. It further claims that the burden of proof rests on the programme evaluation of the agencies. The problems he faces, the questions and issues he must decide on even before he sets out to evaluate, are the subject of this monograph. Part I deals with the question of what and how to evaluate the theoretical and methodological issues of programme evaluation. Part II discusses the utilization of evaluation studies. It explains why evaluation findings are not utilized or underutilized, and proposes mechanisms to promote the use of such findings. The usefulness of this monograph lies in the format in which it was written. Each part includes (1) literature reviews containing generalizations culled from what evaluation experts say about problems of evaluation; (2) cases illustrating the problems that crop up in real life situations; and (3) discussion portions containing opinions expressed, problems raised and recommendations made during a Research Utilization Conference attended by representatives of various agencies with out-of-school population education programmes.

Descriptors:

Literature Review; Programme Evaluation; Case Studies; Research Application; Philippines

Source:

Population Information Division
Population Center Foundation
P.O. Box 2065
Metro Manila, Philippines

Thailand. Ministry of Education. Executive Committee on Population Education.

Final report [of the] Workshop on Education Response to Population Pressure: Focus on Out-of-School Population, Rose Garden Hotel, Nakorn Pathom, (Thailand), 10-14 March 1975. Organized by the Executive Committee on Population Education, Ministry of Education (Thailand) with assistance from Unesco Regional Office for Education in Asia and Oceania (Bangkok) and World Education. [Bangkok 1975]. 24p., appendix.

This early publication about out-of-school population education is the report of an inter-agency planning meeting held in Thailand in March 1975. The Thailand Executive Committee on Population Education assisted by Unesco and World Education met with 43 participants from various governmental and private agencies. This report contains a comprehensive draft plan of four out-of-school school population education activities to be provided by the various agencies. The workshop started by reviewing the existing population education activites of each agency and sharing of experiences and lessons learned from these activities. Based on lessons learned and review of activities and needs, they developed four project proposals, namely, (1) training in population education. These training will consists of (a) training of leaders or programme key personnel (administrators, community leaders, population programme personnel, etc; (b) training of organized groups (adult teachers, instructors, community development workers, public health officers); (c) training of unorganized groups (students, li-

teracy teachers, college instructors, workers and janitors, general public, housewives, village leaders and others). The second project focuses on population education for out-of-school target groups namely the local leaders, organized groups, and the general public. The third project deals with the establishment of a co-ordinating body under the direction of the Executive Committee of Population Education to orchestrate the activities of various public and private organizations involved in out-of-school population education. The last activity is on the supporting services for the population education projects which will cover four categories: resource persons, materials, research and co-ordination.

Descriptors:

Programme Descriptions; Training Programmes; Workshop Report; Thailand

Source:

Ministry of Education
Rajdamnern Avenue
Bangkok 3, Thailand

Unesco.

Youth mobilization for development in Asian settings. Final report, recommendations and selected documents of the Asian Regional Youth Meeting, Kathmandu, Nepal, 17-22 September 1978. Paris, 1978. 136 p.

This small booklet is a report of a meeting held in Kathmandu attended by 33 participants from 18 countries aimed at bringing to light new points for consideration and new approaches for action regarding major problems which youth and society in general are encountering. The participants included those with experiences in the governmental and non-governmental sectors; adult specialists in the youth field and young people themselves; and levels of responsibilities ranged from high-ranking officials to grass-roots workers. The discussion was based on six sub-themes, namely, (1) the concept of youth as viewed by Asian culture; (2) concepts and patterns of development in the region in the context of Asian culture; (3) current issues of youth policies and programmes in the Asian region; (4) guidelines for future youth policies in Asia; (5) practical action to be considered in the near future; and (6) co-operation to be envisaged among Asian countries and at the international level. The recommendations resulting from the meeting were also divided into three groups: (a) general principle; (b) recommendations addressed to governments; and (c) recommendations addressed to Unesco and other international organizations. The report states that the background papers and case studies prepared for the meeting could contribute to a concrete understanding of the problems and encourage the preparation and implementation of programmes for involving young people in development in close keeping with youth's own aspirations. These background papers and case studies are found in Part II and should be of interest to a fairly wide public including government officials, research workers, leaders of youth movements and other specialists. The same may be said of Part III, a synthesis of country reports.

Descriptors:
Programme Descriptions; Development Planning; Conference Report; Asia

Source:
Unesco
7 Place de Fontenoy
75700 Paris, France
Attn. Office of the Unesco Press

Unesco. Regional Office for Education in Asia and Oceania.
Population education for out-of-school youth and adults. Report of a Consultative Seminar on Out-of-School Educational Programmes in Population Education, Bangkok, 20-28 October 1975. Bangkok, 1975. 29 p.

A number of countries in the Asian region have introduced population education in the curricula of schools, colleges, and universities. Quite as important is the introduction of population education into programmes which are intended to meet the educational needs of out-of-school youth and adults in order to help them understand the decision-making involved in regard to population-related behaviour. In recognition of this, a few countries in the region have launched out-of-school population education programmes which are at different stages of development. Quite a considerable amount of valuable experience in such areas as planning and development, curriculum, materials production and dissemination and personnel training have been generated for sharing with other countries during the seminars. In the light of such exchanges, the participants formulated suggestions for the development of out-of-school programmes in population education. The report provides brief reviews of out-of-school population education activities in nine Asian countries. Then general guidelines for developing out-of-school programme are provided in relation to programme objectives, target groups, use of resources, administration, development of content and materials, training and regional co-operation.

Descriptors:
Programme Planning; Conference Report; Asia

Source:
Unesco Regional Office for Education in Asia and Oceania Population Education Clearing House
P.O. Box 1425, Bangkok G.P.O.
Bangkok, Thailand.

Population Education As Integrated Into Development Programmes: A Non-Formal Approach

Abstract Bibliography
Series One

Population Education In Rural Development

This part was formed for documents and materials which describe how population education has been introduced not only in agriculture or labour, literacy or out-of-school youth programme per se but in the total rural development programmes in various parts of the Asian region. While it shows on the one hand the role that rural development agencies can play in bringing population education to the countryside, it also shows on the other hand the contribution that population education can offer in the overall policy and planning of socio-economic development. Many of the abstracts summarize the various approaches, strategies and procedures used by rural development programmes in incorporating family needs and population-related knowledge which can help improve rural life. Among a variety of strategies enumerated in the abstracts, the main approach which has commonly appeared in all the documents is the use of the existing government structure and the network of available resources and manpower in the community to make population education a part of the rural development programmes more responsive to the people's needs and problems.

Population Education Clearing House
Unesco Regional Office for Asia
and Oceania
Bangkok, Thailand 1980

Population Education In Rural Development

Food and Agriculture Organization of the United Nations.
A contribution to the study of the interrelationship between population activities and Integrated Rural Development (IRD), by Murray Lunan. Rome 1969. [80 p.]

Within the UN system, there has been a growing concern about the part that population dynamics can play in the economic and social development of the rural areas and the welfare of the people. A population policy may have certain success if it constitutes an integral part of socio-economic development. For this reason, the FAO conducted a study to help develop a framework for the Integrated Rural Development (IRD) programmes showing the measures designed to integrate rural development and population policies and programmes. The study concentratedon the incorporation of population activities into programmes and projects for IRD; problems of planning joint programmes and projects for IRD and population activities; and the organization and management of joint IRD and population programmes within a government system. The value of this report does not only stop at a review of literature and concepts on what integrated rural development and population mean. It also provides good suggestions for the incorporation of population activities into programmes and projects for rural development among which are the Planning for Better Family Living Programmes (PBFL), Rural Development Centres, Area or Regional Development Projects; Settlement Projects; Community Development Programmes and Agrarian Reform Programmes. The report also enumerates the basic considerations to follow in the planning of integrated rural development projects finally focusing on the financial, manpower and management considerations in this programme. The last recommendation of the paper for population activities to flourish in integrated devolopment programmes is to attach it under the auspices of provincial or regional governors or by regional development boards where there are buillt-in assurances that the welfar and participation of the people will receive high priority and where responsibility reverts to normal government departments when the development phase ends.

Descriptors
Integrated Rural Development Programmes; Programme Planning; Population Programmes.

Source:
Food and Agriculture Organization of the United Nations
Via delle Terme di Caracalla
00100 Rome, Italy.

Food and Agriculture Organization of the United Nations.

Educational aspects of family health and integrated rural development. Report on a FAO/WHO Workshop, Mzymbe, Morogoro, 6-10 October 1975. Organized by WHO Regional Office for Africa on behalf of FAO, Rome and WHO, Geneva with financial support of UNFPA. n.p. [1975]. 107 p.

Integrated rural development represents a concerted effort by the people of rural areas, together with the staffs of various governments and voluntary organizations serving them to solve their inter-related problems within the framework of the national development plan making the best use of resources and personnel so that a better quality of life may be achieved. This is how the participants of a Workshop on Educational Aspects of Family Health and Integrated Rural Development held in Morogoro defined integrated rural development. This report of the Workshop also shows how the participants discussed and proposed ways for more effective collaboration in educational activities in the field of family health and integrated rural development at all levels. Based on the deliberations of the participants, the report identifies needs, priority areas and describes specific collaborative educational work plans which the participants prepared in the following areas: training, services, education and communications, applied studies and action research Finally it suggests concrete follow-up steps for building up these collaborative efforts in the field of family life, particularly in rural areas. The whole report is very succint and written in a check-list manner — which any development worker or administrator can easily follow.

Descriptors:
Educational Programmes; Family Health; Integrated Rural Development Programmes; Programme Planning; Training; Health Personnel; Agricultural Extension Workers; Home Economics Extension Workers; Research Application; Workshop Report; Africa.

Source:
Family Health Division
World Health Organization
Avenue Appia
1211 Geneva 27, Switzerland

Food and Agriculture Organization of the United Nations.

Integrating population education in rural development programmes. Rome, 1977. 52 p.

This booklet explores the possible roles that rural development agencies can play in bringing population education to the countryside. But while it is addressed chiefly to the policy makers and administrators of these agencies, those responsible for national population policies and programmes should find it equally relevant. The content and methodology on the subject have been treated with enough details to make this booklet of interest to staff trainers, technical specialists, producers of educational materials and the field supervi-

sors of ministries and agencies involved in rural development. Two related factors suggest why it might be desirable to integrate population education into rural development programmes. Firstly, the populations of most developing countries are predominantly rural. In these communities, there are already an existing network of channels by which population education can be integrated with to reach the out-of-school population. Secondly, the conventional population or family planning programmes may succeed in urban centres but meet with indifference in the rural areas. With population and rural development programmes operating independently from each other, this gap is likely to continue. This booklet then proposes an approach to ensure that rural families become aware of the implications of population situation for their well being. The first part describes general issues such as the relevance of population education to rural development, organization and policy considerations, methods of integrating population education into rural development programmes. The last part presents case studies of population education integrated into rural development programmes. These case studies are drawn from India, Pakistan, the Philippines, Kenya and El Salvador.

Descriptors:
Rural Development Agency Role; Training; Case Studies; India; Pakistan; Philippines; Africa.

Source:
Food and Agriculture Organization of the United Nations
Via delle Terme di Caracalla
00100 Rome, Italy

Or:
Unesco Regional Office for Education in Asia and Oceania
Population Education Clearing House, P.O. Box 1425 Bangkok G.P.O. Bangkok, Thailand

---

Gorecki, J. and R.H. Gecolea. *"Population education for rural development"*. In: Food and Agriculture Organization of the United Nations. 1976 training for agriculture and rural development. Rome, 1976, p. 100-107. (FAO economic and social development series no. 2).

The paper gives four reasons why population concepts should be introduced into the curricula of those training in the various components of rural development. First, the rural population in many countries represents a high proportion of the total population. Second, fertility rates are higher in rural areas. Thirdly, family planning programmes involving rural people have met with little success in most countries. Fourthly, a great many of the graduates from agricultural and other rural development training institutions will subsequently work in services devoted to rural development. Through them, it is possible to establish a broadly based population education programme. In this regard, the Food and Agriculture Organization has helped rural development training institutions to intro-

duce population education into their courses. An initial difficulty in implementation lies in the definition and scope of a programme of population education. The paper attempts to clarify some difficulties by setting down some guidelines. First, population education should not be confused with family planning but rather it should create a learning environment in which individuals develop a greater awareness and understanding of the way in which the relationships between population processes and socio-economic factors affect the quality of life. Example of concepts which can serve as the core of population education content are: population and resources for food production; population and nutrition/health; population and rural income; population and labour/employment; population and socio-cultural factors; population and environment. There are four basic ways of introducing population components into courses for agriculture and rural development personnel. These are: (1) as a new, separate course; (2) as a distinct, complete unit of study added to existing courses, wherever relevant; (3) the systematic infusion of specific concepts into existing courses; and (4) through the teachers, who after receiving training, will incorporate ideas and concepts as they feel appropriate. Crucial to the programme is the preparation of teaching materials suited to local situations. The paper also provides a concrete example of how population education can be incorporated into a syllabus of farm management. This is shown in a matrix at the end of the paper.

Descriptors:

Integrated Rural Development Programmes; Integration Approach; Farm Rural Development Management Courses; Curriculum Outline.

Source:

Food and Agriculture Organization of the United Nations
Via delle Terme di Caracalla
00100 Rome, Italy

Haider, Muhiuddin.

Planning population education as a component of development policy. Ann Arbor, Graduate Study Program on Education and Community Development, School of Education, University of Michigan, 1971. 17 p. (University of Michigan occasional paper series: Education and Community Development Program).

This paper is a reflection on the role that population education should play in the overall policy and planning of socio-economic development. It is intended for educational and other development planners who may not be aware of the implications of population policy for their particular professional work. The paper states that unless population issues are related carefully to other sectors of rural development — agriculture, nutrition, health and social services — the investments made in technical development, including education, would not yield adequate economic returns or improvements in the overall quality of rural life. Population policy has largely been following an incremental path with little attention to inter-sectoral relationships. The necessary inputs in the training of development planners and into development policy formulation have been neglected,

resulting in glaring gaps and frequent contradictions in carrying out development plans. This aspect of educational policy and planning has been practically ignored by the kinds or schooling and educational programme being conducted under national educational and training agencies. With population pressures on limited land and natural resources being what they are, can such exclusion of population education be tenable? If not, then how can educational development best incorporate -- from local grass-roots levels to the centres of national decision-making – family needs for population and other related knowledge that can improve rural life? These and similar questions are explored in this paper.

Descriptors:

Population Policy; Programme Planning; Socio-Economic Development

Source:

Graduate Study Program on Education and Community Development
School of Education
University of Michigan
Ann Arbor, Michigan 48109, U.S.A.

International Planned Parenthood Federation.

Family planning education in action; some community-centred approaches, by Judy El-Bushra and Susan Perl. Cambridge, England, International Extension College/London, IPPF, 1976. 107 p. (IEC broadsheets on distance learning no.8)

In recent years there has been a number of efforts to introduce family planning education in different community settings. This book describes 14 different case studies of family planning education projects, how they operate, their strengths and weaknesses. Among the channels illustrated are health and nutrition programmes, workers' education, local women's organizations, cooperative societies and rural development. The case studies are primarily intended to provide extension personnel, particularly those responsible for programme planning and organization and the workers themselves, with some practical demonstrations of how family planning education has been introduced in a variety of settings. The case studies, all of which illustrate the various community settings in which family planning education takes place, demonstrate that it is family planning education, rather than publicity or propaganda, which works best in community-based, localized settings. Conversely, it is in the context of non-formal education for community development that family planning education has the greatest impact. A number of studies have also been selected on account of their ability to integrate family planning with other development initiatives in their respective countries. The projects also illustrate the differing frameworks within which family planning programmes operate: in some countries, the government takes the responsibility; in others it is confined to maternal and child health services, in others the responsibility is shared with private family planning association. In each case study, a general description of the project is given and its salient features pointed out with lessons to be learnt. The final chapter draws out some of the main points which have emerged from the case studies as a whole.

The case studies show three trends in non-formal education: (1) a growing interest in group work and group learning; (2) an increased appreciation of the *educational* role of professional fieldworkers; and (3) a movement towards learner-centred approaches that are responsive to perceived needs rather than attempts to "convert" people to anti-natalist views.

Descriptors:
Family Planning Education; Case Studies; Programme Evaluation; Asia; Africa; Latin America

Source:
International Planned Parenthood Federation
18-20 Lower Regent Street
London SWIY 4PW, England.

Khan, Ansar Ali.
Planning and development of out-of-school population education programmes in Asia and Oceania. Paper presented at the National Planning and Development Meeting on Out-of-School Population Education held in Malaysia in May 1979. Bangkok, Unesco Regional Office for Education in Asia and Oceania, 1979. 12 p.

This paper prepared for presentation in the National Planning and Development Meeting on Out-of-School Pupulation Education held in Malaysia urges upon the importance of providing population education to fifty percent of the population in developing countries who are not being reached by formal education system. Primarily addressed to policy planners, the paper provides concrete guides on how to go about planning an out-of school educational programmes. It states that out-of-school educational programmes are planned both at macro and micro levels, but in many countries little attention is paid for planning at micro level. The paper points out the merits of planning in the micro approach which entails involvement and decision-making of the people involved and is hence more conclusive to fruitful and tangible results. Among the various strategies recommended in developing an out-of-school population education are: (1) to incorporate the programme as an integral part of the overall programme for development; (2) to combine the macro and micro planning; (3) to provide effective co-ordination and periodical mutual consultations; (4) to conduct pilot projects; and (5) to create national co-ordinating body. The adoption of integration approach requires an inventory of existing organizations and resources for entry points and the paper gives brief descriptions on how this is done in Afghanistan, Bangladesh, India, Indonesia, Republic of Korea, Malaysia, Pakistan, Papua New Guinea, Philippines and Sri Lanka. The final part enumerates the problems to be encountered in planning the programme, in the areas of planning and coordination, conceptualization, personnel, curriculum and materials development, research and evaluation and the tendency to formalize the non-formal education.

Descriptors:
Programme Planning; Asia; Oceania.

Source:
Unesco Regional Office for Education in Asia and Oceania Population Education Clearing House
P.O. Box 1425, Bangkok G.P.O.
Bangkok, Thailand

Khan, Ansar Ali and Leonardo De La Cruz.
Integration of population education in development programmes for out-of-school youth and adults. Paper prepared for the Regional Training Workshop on Instructional Materials Development for Out-of-School Population Education, Philippines, 18-29 June 1979. Bangkok, Unesco Regional Office for Education in Asia and Oceania, 1979. 12 p. (Population Education Programme Service).

This paper was prepared for presentation in the Regional Training Workshop on Instructional Materials Development for Out-of-School Population Education held in the Philippines. It is a very succint paper showing how population education for out-of-school sector acquires more relevance when interwoven into areas that interest the learners and is viewed as a solution to day-to-day problems. This is accomplished by presenting various integration appraches such as separate unit approach, infusion approach, core learning kit, which are described in the context of the countries where they are being undertaken. The strengths and weaknesses of each approach is also briefly discussed. The paper also gives concrete examples of lessons on population education which have been integrated into agriculture, home economics, food and nutrition, labour and functional literacy by different agencies such as ILO, Ministry of Education in Thailand, American Home Economics Association, Home Economics Division of the Bureau of Agricultural Extension in the Philippines and the International Institute of Rural Reconstruction. Because the coverage is far from exhaustive, it has been written to serve as a spring-board for collating innovative approaches for integrating population education in development programmes.

Descriptors:
Integrated Rural Development Programmes; Integration Approach; Curriculum Development; Agriculture; Home Economics; Functional Literacy.

Source:
Unesco Regional Office for Education in Asia and Oceania Population Education Clearing House

P.O. Box 1425, Bangkok G.P.O.
Bangkok, Thailand

Philippines. Ministry of Education and Culture. Non-formal Education Office.
Report on the National Planning and Development Conference for Out-of-School/Non-formal Population Education Programmes, Bureau of Agricultural Extension, Quezon City, 6-10 November 1978. Jointly sponsored by Unesco Regional Office for Education in Asia and Oceania (Bangkok), Non-formal Education Office and Population Education Programme, Ministry of Education and Culture (Philippines). Manila [1978]. 1 vol (various papers).

For the last one and a half years, the Non-formal Education Office of the Philippine's Ministry of Education has attempted to co-ordinate all non-formal educational programmes, including those with population education, with difficulty. This difficulty can be traced to the fact that non-school population education programmes do not exist as separate entities but are plugged into existing development programmes. In addition, the implementors themselves differed broadly in their interpretations of population education in the out-of-school sector. This dilemma presented the need for an urgent dialogue for all sectors concerned. Thus, the first National Planning and Development Work Conference for Out-of-School/ Non-formal Population Education Programmes was held and attended by various representatives from agencies and organizations involved in development programmes having some population education activities. The methodology followed in conducting the workshop started with sharing of experiences during which the participating government, semi-government and volunteer agencies presented their programmes highlighting their strengths and weaknesses. These presentations were followed by discussion sessions to share experience on relevant items. The participatns were then divided into two groups to prepare a draft of an action programme for out-of-school population education in the country. Then both reports were merged into a single national draft action programme for out-of-school population education in the country. Aside from documenting the proceedings of the conference, this report provides a complete inventory of activities on out-of-school population education being undertaken by various agencies. The overall plan that developed from the discussions aims to strengthen on-going non-formal population education programmes of various government and non-government agencies and to design new activities to achieve the national population objectives revolving around the areas of co-ordination, training, materials development, research and evaluation and distribution. This report can serve as useful planning resource material in terms of knowing what agencies are involved in non-formal population education, the extent of their involvement, capabilities, expertise and resources.

Descriptors:
Programme Descriptions, Conference Report; Philippines.

Source:
Non-formal Education Office
Ministry of Education
Arroceros Street
Manila, Philippines

Universiti Pertanian Malaysia. Centre for Extension and Continuing Education.

Proceedings of the Workshop on Planning and Co-ordinating Non-Formal Education Programme on Population Education, Centre for Continuing Extension and Continuing Education, Serdang (Malaysia). Serdang (Malaysia), 1979. 62 p.

One of the educational objectives of many Asian countries is to

provide equal educational opportunities to every citizen, including population education. While many countries have systematically integrated population education into formal education, this has not been done yet in the non-formal system which covers millions of out-of-school youth and adults. One way of promoting non-formal population education programme to the people in the rural areas is through the extension services and other development activities carried out by the extension workers from the various development agencies in the country. To ensure that the development agencies work closely and effectively with the population-related agencies, some meeting of the minds and formulation of policies need to be done. This was conducted during a workshop on planning and co-ordinating a non-formal population education in Centre of Extension and Continuing Education in the Universiti Pertanian Malaysia. Attended by representatives from 13 development agencies involved in agriculture, fisheries, health, culture, youth and sports, education, land development, farmers organization, veterinary and cottage industry in Malaysia, each participant shared their experiences, strategies, and difficulties in integrating population education into their daily activities. Although the group agreed that non-formal population education programmes are gaining momentum, the implementation of such programmes are unfortunately slow because of inadequacy in understanding of the population education concepts by the development workers. The workshop finally came out with recommendations geared towards the training of the extension and development personnel to equip them with the skills in integrating population education into their extension work. The report includes the summaries of several working papers whose usefulness lie in the presentation of entry points for population education in each development area and the problems encountered in integrating population education. Two resource papers offer alternative strategies and mechanisms for effectively integrating population education into the development extension work.

Descriptors:

Co-ordination; Programme Planning; Integration Approach; Programme Descriptions; Training; Malaysia.

Source:
Centre for Extension and Continuing Education
Universiti Pertanian Malaysia
Serdang, Malaysia.

Population Education As Integrated Into Development Programmes: A Non-Formal Approach

Abstract Bibliography
Series One

Curriculum And Instructional Materials

Population Education Clearing House
Unesco Regional Office for Asia
and Oceania
Bangkok, Thailand 1980

This part is primarily meant for practitioners, e.g. teachers, trainers, extension workers, curriculum and material developers, whose role of disseminating population education concepts through face-to-face approach is also greatly enhanced by the use of the more impersonal forms of communication. The documents and materials for this part have been selected to give these practitioners a recommended list of teaching/learning tools and materials which they can use in their work. Meant to instruct, these materials come in the form of handbooks, manuals, guidebooks, packages, kits and reports. They cover all aspects of materials development, giving the procedures in developing various types of materials and at the same time showing how population education concepts can be integrated into the various development themes. They also describe teaching/learning and training methods that are participatory in nature; namely, games and simulations, role-playing, problem-solving, self-awareness exercises, communications sensitivity, human relations, projective exercises, programmed instructions and value clarification. For the curriculum developers, the abstracts also provide a general summary of what curriculum areas can be used as entry points for population education concepts together with the titles or types of lessons, exercises, prototype courses and syllabi which are fully described in the documents. Many of these actual materials have been compiled in another publication.

Curriculum And Instructional Materials

Adult Education School Sahapattana Pibul Union Factory.

[Factory school discussion materials on population education for Thai women workers]. 1976. 29 p. typescript.

The Woman and Child Labour Subdivision in the Ministry of Interior Affairs of Thailand set up its first 'school in a factory' in 1974 with the co-operation of the Adult Education Division. The project, which aims to promote primary education for women and child workers, has expanded to many other factories in Thailand.

The exercises in their document were taken from the factory-school curriculum for women learners above the age of 15. These are open-ended discussion 'case studies' that are meant to be used with small groups of women factory workers. Each exercise deals with a population-related issue using realistic examples: family size, age at marriage, contraception, sterilization, migration, and others. The factory workers who use these materials are generally recent migrants from rural areas and, in many cases, return to these areas after a period of work. The exercises reflect this rural orientation. The exercises aim to improve factual knowledge and, more importantly, to clarify values and attitudes in a supportive small group environment. Facilitators work with the small groups, not as teachers or instructors who lecture, but as participants who can occasionally help clarify a point, summarize or help all group members to participate.

These materials have been translated into English and reproduced by the Unesco Regional Office for Education in Asia and Oceania.

Descriptors:

Reading Materials; Workers' Education; Women Workers; Thailand.

Source:

Unesco Regional Office for Education in Asia and Oceania Population Education Clearing House
P.O. Box 1425, Bangkok G.P.O.
Bangkok, Thailand

American Home Economics Association. International Family Planning Project.

Integrating family planning and home economics resource handbook – part I and II. Washington, D.C., 1976-77. 2 vols.

Home economics extension and community development workers throughout the world are also considered authorities about family planning. Because of their close contact with villagers, they are seen as friends who bring information abut many aspects of family living. For them, two resource handbooks were written to help

them integrate family planning information into home economics subject matter areas. Resource Handbook Part I is written for use by teachers and others responsible for training home economics workers. Part II, is for use by the home economics workers on the job, as a resource for preparing lesson materials. While both handbooks contain the same topics, the family, the child, and nutrition, the treatment is done in different ways. Each topic contains the following: (a) population education concepts; (b) the objectives; (c) the home economics and family planning relationship; (d) content; (e) methods: (f) resources; (g) including statement; and (h) review.

Descriptors:
Lesson Plans; Teaching Guide; Training Materials; Home Economics Extension Workers; Community Workers; Family Planning Information, Home Economics.

Source:
American Home Economics Association International Family Planning Project
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036, U.S.A.

Central Board for Workers Education (India).

Handbook on population education for workers (3 levels); and Workers family life – a set of eight stories. Produced under UNFPA-ILO-CBWE Project. Nagpur (India), 1976. 4 vols.

There are about 20 million workers in the organized sector in India. The Central Board for Workers Education in India has prepared this set of materials for these workers with the assistance of the United Nations Fund for Activities and the International Labour Organization. *These materials entitled, Handbook on population education for workers* comprises three handbooks for three levels of workers undergoing training courses. The first handbook is for a one-week course for Level I consisting mostly of education officers and worker educators. It includes 14 lessons covering population problems and their relationship to socio-economic development, labour welfare, social security measures, women's status and family life and others. They are meant to be used in trade union programmes for higher level personnel. These educators in turn are expected to conduct training courses for middle level trade union leaders and teacher instructors using the Level II materials. The Level II handbook contains topics such as socio-economic development, worker's welfare, maternal and child health, family planning meant to be taken up during a three-day training course. The handbook for Level III is meant for local trade union representatives and active workers. It contains six lessons on workers family life written in a simple and lucid manner. In addition, eight stories appear separately under the title, *All Workers Family Life* – a set of eight stories which serve as reference materials or springboard for discussion at appropriate stages in the three levels of the training course.

Descriptors:
Lesson Plans; Training; Trade Union Officers; Workers' Education; Teaching Guide; Manual; Reading Materials; India.

Source:
International Institute for Adult Literacy Methods
P.O. Box 1555
Teheran, Iran
or
Hulton Educational Publications
Raans Road
Amersham, Bucks, England

Central Board for Workers Education (India).
Role of trade unions in family welfare; a manual for labour educators. Nagpur (India), Central Board for Workers Education for ILO [1975]. 96p.

The nature and magnitude of problems faced by workers in Asia, due to rapid growth of population is a matter of concern for the trade union movement. This manual is in response to the concern to provide support for intensive educational efforts on population linked with workers education activities of trade unions and other organizations. Developed by the Central Board for Workers Education in India in co-operation with International Labour Organization, the manual underwent pre-testing to ensure that the content is addressed to the specific requirements of workers and their organizations. The manual contains nine modules grouped into three parts. Part One consists of two modules which deal with the trends and implications of population growth and the social factors influencing population. Part Two contains three modules which deal with the demographic situation in general as it affects the economic development, the union and the family welfare especially the mother and the child. Part Three contains four modules dealing with what the worker as an individual, the trade union as an institution, and the society as a whole could do to influence population processes. To make the teaching and discussions more meaningful, interesting and efficient, several aids were also developed to supplement the manual. These include a film strip on the trade union goals and the family welfare; a pictorial booklet depicting a story of a young worker and his wife; a folder and a leaflet on the trade union participation in family planning and some population issues, posters and stickers advocating spacing and small family size.

Descriptors:
Instructional Materials; Workers' Education; Audio-Visual Aids; India

Source:
Central Board for Workers Education (India)
1400 West High Court Road
Jokulpeth, Nagpur 440010, India

Food and Agriculture Organization of the United Nations.
Population concepts in farm management courses. Rome, 1977. 27 p.

This booklet is an attempt to produce a syllabus in Farm Management course enriched with population education. It is hoped that the result of this integration will enable the student to come to understand the relationship between production and population growth and distribution. Later on, the graduate working at the farm will be able to bring the farmer and his family, with whom he is in contact, to see the interrelationship between population aspects and development at the farm level. A very useful guide, the booklet presents numerous subject or topics covered in Farm Management which can be easily related to population education concepts. To teach these subjects effectively, some special learning activities are enumerated of which the most effective one is a combination of lecture/discussion and laboratory exercises. One example is given in the *Farm Management Description of a Farm* showing how the various features of a farm such as hectarage, soil types topography, location, water resources, farm machineries, affect the role of the farmers as operator and his family. Then it analyses how the other family members can contribute in decision-making, management and operation of the farm. These are supported by case studies of farm management problems. A matrix is also given showing the prototype course outline for Farm Management, with information on population factors to consider, sources where these data can be gathered and special learning activities.

Descriptors:
Farm Management Course; Curriculum Outline.

Source:
Food and Agriculture Organization of the United Nations
Via delle Terme di Caracalla
00100 Rome, Italy

Food and Agriculture Organization of the United Nations.
Population, family life and resources: a population education curriculum guide; draft. Rome. 1974. 103 p.

This curriculum guide is for teachers and trainers in agriculture, home economics and community development. The rationale behind the development of this guide is that the objectives of population education should not only be limited to outcomes related to spacing and planning of children, but also to the many dimensions of social-economic-political life that determine the human conditions. The home economics field workers who becomes aware of the need for nutrition education, the agriculturist who better understands the need and consequences in the use of high yielding crop varieties and the community development worker who promotes literacy are all possible outcomes of population education. The curriculum guide incorporates several areas of population education such as family life, human development and family decision-making. It is designed into the following components: (1) introductory statement for each area; (2) general objectives; (3) identification of major concepts; (4) teaching objectives; (5) supporting content statements and generalizations; (6) suggested teaching-learning exercises; (7) suggested references. The useful-

ness of this guide is further enhanced by the accompanying visuals and graphic materials which can easily be adopted or adapted by the user.

Descriptors:

Lesson Plans; Teaching Guide; Audio-Visual Aids; Integrated Rural Development Programmes; Agriculture; Home Economics; Family Life Education.

Source:

Food and Agriculture Organization of the United Nations
Home Economics and Social Programmes Service
Via Delle Terme di Caracalla
00100 Rome, Italy

International Institute for Adult Literacy Methods.
Games and simulations in literacy training, by David R. Evans. Teheran, International Institute for Adult Literacy Methods/Amersham, Bucks, Hulton Educational Publications, 1979. 136 p. (Literacy in development; a series of training monographs)

Recent years have witnessed more concern for the use of 'appropriate technology' of instruction to contrive teaching-learning situations that can substitute for direct, real-life experiences. One example of appropriate technology is the use of games and simulations. The monograph states that games and simulations allow increased and active participation of the learner in literacy education through self-instruction and even facilitates creation of his own learning methods. It further enumerates the uses and types of games and simulation. The many games and simulations presented in this monograph have been used in various parts of the world in the teaching of literacy, numeracy and 'social literacy' and can be easily 'contrived' in the field by literacy workers and adult learners. However, the author cautioned that the choice of the types of games and simulations enumerated in this monograph should be based on their suitability to the culture in which the literacy workers are operating. Some games are meant for men but not for women; for children but not for adults. Some games may be associated with idleness and some with gambling — which is taboo in certain culture. Three games which are particularly noteworthy and related to population education include: (a) 'shanty town' which help players to understand and experience the problems faced by immigrants in living in a crowded city; (b) 'Market' — a numeracy game which provides players with skills to budget money and resources for goods priced differently to meet the family's needs and nutrition; (c) 'Community Game' — help players to learn about community self-help and to understand ways in which personal resources can be shared to increase community well-being.

Descriptors:

Simulation; Games; Teaching Methods; Functional Literacy.

Source:

International Institute for Adult Literacy Methods

P.O. Box 1555
Teheran, Iran
or
Hulton Educational Publications
Raans Road
Amersham, Bucks, England

International Institute for Adult Literacy Methods.
Learning to read and reading to learn: an approach to a system of literacy instruction, by Sohan Singh. Teheran, International Institute for Adult Literacy Methods/Amersham, Bucks, Hulton Educational Publications, 1976. 116 p. (Literacy in development: a series of training monographs).

For a long time, teachers of reading and literacy teachers of adults used the traditional alphabetical method in writing their primers. Learning to recognize the alphabets of a language was a long, tedious, structured, and boring task. Soon researchers have discovered that learners should learn to read as they learn to speak words especially those that have experiential meanings and offer built-in motivations to them. This break with the alphabetical tradition has led to a multiplicity of approaches to teaching literacy — word methods, sentence methods, paragraph methods and eclectic methods, until some have forgotten that for spoken languages to be committed to writing, these languages have still to be structured. In this monograph, Sohan Singh suggests an approach to literacy teaching that strikes a happy balance between the need to structure and the need to motivate in the teaching of reading to adults. It is not only prescribing an approach but also offering a model for developing different situation-specific and language-specific prescriptions. The author states that first, teaching/learning materials should be built around a theme of interest to adults. Then it is followed by the first stage which he calls, *'learning to read'* where the emphasis is on mastering the linguistic code and structure without neglecting the motivation that comes from the use of socially significant themes. Then the second stage *'Reading to learn'* follows where reading is now used to get information out of written materials, while the learner strengthens his reading skills at the same time. Any concerns about the structural aspects of the language become unimportant. The monograph is peppered with sample learning exercises and a workbook and instructor's guides.

Descriptors:
Teaching Methods; Interaction Process; Functional Literacy.

Source.
International Institute for Adult Literacy Methods
P.O. Box 1555
Teheran, Iran
or
Hulton Educational Publications
Raans Road
Amersham, Bucks, England

International Institute for Adult Literacy Methods.
Programmed instruction for literacy workers, by Sivasailam Thiagarajan. Teheran, International Institute for

Adult Literacy Methods/Amersham, Bucks, Hulton Educational Publications, 1976. 136 p. (Literacy in development: a series of training monographs).

This is a basic guide for literacy teachers and discussion leaders who want to develop programmed self-instructional materials for adult learners. It gives general but practical procedures on how to plan and develop a programme instruction — specifically with regard to the following questions: What is programmed instruction? Who are you going to teach? What subject matter are you going to teach? What literacy skills are you going to teach? How are you going to teach? How are you going to evaluate and revise your programme? To illustrate the general procedures, various samples of programme instructions are given such as machines and media, programmed tutoring, programmed games, and others. The usefull feature of this guide is that a step by step pointers on how to prepare these various types of programmed instruction is given.

Descriptors:

Programmed Instruction; Materials Preparation; Functional Literacy.

Source:

International Institute for Adult Literacy Methods
P.O. Box 1555
Teheran, Iran

or

Hulton Educational Publications
Raans Road
Amersham, Bucks, England

International Institute for Adult Literacy Methods.
The use of radio in adult literacy education, by Richard C. Burke. Teheran, International Institute for Adult Literacy Methods/Amersham, Bucks, Hulton Education Publications, 1976. 116 p. (Literacy in development: a series of training monograph).

The variety of resources that would be needed for the eradication of illiteracy in developing countries are by no means small. Lately, more attention is being placed on radio as a useful technology for making people literate. This monograph aims to provide literacy field workers with some practical advice about using radio broadcasting as an important and integral part of their work. It is not a production manual for programme producers but written to help the literacy field worker in his daily activities as he stimulates people to listen to the radio programmes, distributing supplementary materials and trains volunteer monitors in integrating what they hear over the radiowith what they find in supplementary materials and gathers information about the effectiveness of the radio programmes. In other words he reinforces, supplements and clarifies the instructional message of the mass media on an inter-personal basis. It gives guidelines on: (a) how to analyse the audience or listeners; (b) how to plan the programme and develop radio programmes such as radio lesson or talk, dialogue, interviews. discussion, and dramatization; (c)how to marshal production facilities, personnel, schedules, and distribute the materials; (d) how to use radio for meetings, games, discussions, developing concepts, listening groups, for creating awareness and

interest to active participation, and others. Most importantly, it gives examples of radio programmes for new literates and field workers.

Descriptors:
Literacy Programmes; Radio Broadcasting; Programme Production; Manual.

Source:
International Institute for Adult Literacy Methods
P.O. Box 1555
Teheran, Iran
or
Hulton Educational Publications
Raans Road
Amersham, Bucks, England

International Labour Office.
Workers' education discussion methods on population and family planning questions. Geneva, 1971. 32 p. (Special number on population questions of Labour Education, September 1971).

Although a small volumne which was produced several years ago, this booklet provides many useful ideas concerning how to organize training and large-scale discussions on population and family planning questions. A concrete booklet dealing with issues such as room arrangement, group reporting, use of films, formulation of discussion questions, selection of group leaders it should be useful for people involved in training of those who, in turn, will train others. This how-to-booklet is based on the rationale that group discussion if properly organized is a most efficient teaching method because it helps people to open up and face problems on welfare issues in a more relaxed and rational way. It is specially useful in teaching illiterate or semi-literate workers because it follows step by step discussion which elicits active participation, and one which the participants can enjoy, learn and do not readily forget. A very useful material and recommended highly for trainers.

Descriptors:
Group Discussion; Teaching Methods; Workers' Education; Manual.

Source:
International Labour Office
CH-1211 Geneva 22, Switzerland

International Labour Office.
Workers' Education Branch.
"Let's face our future!"; your workers' education flannel set – instructions for use, Geneva, 1974. 30 p.

Very appropriate for the field workers or trainers involved in communicating messages to illiterates in the non-formal setting, this booklet gives some hints on how to use a 'visual' aid, most specifically in the form of flannel set. The booklet asserts the following advantages of using the flannel set: (a) it offers complete freedom in adapting one's talk or demonstration to the needs and capacities of the audience, according to their language, level of in-

terests and culture; (b) catches the attention of the audience and creates a sense of personal participation; (c) one can make an immediate impact or demonstrate each successive point as it comes up; (d) present one's agrument in entirely visual terms; (e) any member of the audience, even without any special technical training, can repeat the demonstration himself. The booklet demonstrates the use of flannel figures and words in amplifying and illustrating ten subjects: food, housing, health, education, employment, income, productivity, dependency, environment and migration.

Descriptors:

Flannel Set; Audio-Visual Aids; Workers' Education; Discussion Methods; Africa

Source:

International Labour Office
Workers' Education Branch
CH 1211 Geneva 22, Switzerland

International Labour Organization. Regional Office for Asia.
In-plant population education; an Asian handbook. Bangkok, Erawan Printing, 1977. 150 p.

This publication has been prepared to provide guidelines to labour and management on how to set up and run their own population and family welfare education programmes for workers. Part One deals with the content of population family welfare education suitable for rank and file workers. Among other things it defines population education, outlines the contents of a family welfare education programme and explains its importance for trade unions, government and employers. It also details the family welfare concepts that might be included in the formal part of a family welfare education programme. Part Two gives the skills and techniques needed to convey the content of the education programme to rank and file workers. More specifically, it first presents the steps involved in starting a family welfare education programme. Secondly, it describes ways in which the ideas given in Part One can be conveyed to workers and introduces the role of the volunteer workers motivators. Thirdly, it details the ideas and skills to be used by volunteer worker motivators in motivating colleagues and lastly, it describes techniques for measuring the success of the in-plant family welfare education programme in meeting its objectives. The usefulness of the handbook is found on the generalizations which can point to specific applications at the plant level.

Descriptors:

Workers' Education Programmes; Programme Planning; Motivation; Manual; Asia

Source:

ILO Regional Office for Asia
P.O. Box 1759
Bangkok, Thailand

International Planned Parenthood Federation.
Grass roots radio; a manual for field-workers in family planning and other areas of social and economic development, by Rex Keating. London, 1977. 67 p.

For those who work in family planning and other areas of rural development, the long reach of radio into the rural areas offers an exciting prospect. Levels of literacy are restricted in many developing countries and consequently strong aural traditions have developed over the centuries and this makes the talking medium-radio — an excellent channel for the communication of ideas. Furthermore, it provides a one-to-one channel of communication, where the individual listener can be addressed as "you" in a highly personalized form. However, the use of radio to be more effective should be seen in its relationship to other media; how it fits in with the programmes of work, meetings and visits being undertaken by fieldworker personnel and how the broadcasts themselves may fit in with posters. It should be seen as part of a total programme approach. This manual provides instructions and analysis of certain basic elements of radio production and writing which if skilfully applied will enable workers in the field of family planning to explain to listeners via the radio the purpose and practice of family planning. While addressed particularly to family planning personnel, the techniques described in the manual can be equally useful to workers in other fields of rural development. Explanations are restricted to those few elements in the wide spectrum of broadcast programmes to which family planners can usefully contribute. Thus, the manual concentrates first and foremost on field interviewing. Here it is the person interviewed who is of interest to the radio listener; the interviewer must necessarily drop into the background. The manual also deals with other aspects of radio programming such as the handling of the tape recorder, and recording drill, script writing, discussions, writing news and other formats, and undertaking listener research. Useful as a source book in training courses for non-professional broadcasters, the manual is designed primarily to be used by individual fieldworkers operating in variety of cultures as an instructional tool in its own right.

Descriptors:

Radio Broadcasting; Programme Production; Manual; Family Planning Information; Family Planning Field Workers; Case Studies; Philippines; Sri Lanka.

Source:

International Planned Parenthood Federation
18-20 Lower Regent Street
London SW1Y 4PW, England

Khan, Ansar Ali.
Material production for out-of-school population education. Bangkok, Unesco Regional Office for Education in Asia and Oceania, 1976. 10 p.

This paper starts off by stating that real revolutions in education are brought about by textbook writers and instructional materials

developers who translate policy decisions, philosophies, and technical research findings into instructional materials for the consumption of classroom teachers, change agents, and the general public. Recognizing the crucial roles of curriculum and instructional materials developers, this paper provides a material production framework or model for those especially engaged in out-of-school population education. This model is an attempt to ensure that materials production is undertaken in a systematic and scientific method as opposed to one which is based upon the intuition subjective opinions, and experiences of the writers who usually write the material while sitting in their offices or artists who draw sketches while sitting in their studios. The model follows ten steps. The first step identifies the scurces of policy and information materials. The second step involves a study of the audience background to be able to develop materials that are built around the learner's immediate needs and interests. The third step entails determining the skills that will be gained or improved from using the materials or the paper calls it job and performance-analysis. Based on these data, the fourth step entails determining the topics and content of the materials. Then information received from various policy and information sources, audience background, job analysis and content will form the base from which the prototype material will be developed. The sixth step sees to it that the prototype material is pre-tested for revision later on. Only then can the mass production of materials be undertaken. The eighth step calls again for post-test evaluation to find out the impact of the material on the knowledge, attitude and behaviour of the user. The paper advises that action research should be continuously undergoing during the various stages of material production and that material development should be undertaken by a team of artist, subject specialist, editor, writer, fieldworker, photographer and others.

Descriptors:
Materials Preparation.

Source:

Unesco Regional Office for Education in Asia and Oceania, Population Education Clearing House
P.O. Box 1425, Bangkok G.P.O.
Bangkok, Thailand

Maglalang, Demetrio M.
Agricultural approach to family planning. Manila, Communication Foundation of Asia, 1976. 159 p.

The manual grew out of a problem faced by many communicators — how to introduce a new idea such as family planning — when the concept and the language used to explain it are unfamiliar to the audience. The manual developers decided to write the manual by 'starting with what the people know and build on what they have'. Out of this interaction between the developers and the rural audience, the 'agricultural approach' to the family planning' came into being — the use of agricultural examples to explain family planning. The manual traces the evolution of the ap-

proach and the development of some educational materials based on this idea. This approach was tested on the development of comic booklets and flipcharts — wherein the details of their preparation and evaluation are given in three chapters. The usefulness of this manual lies on the techniques and messages showing how population concepts can be integrated into agricultural practices and concepts. It is heavily peppered with sample materials and illustrations. Although it is intended primarily for managers of family planning programmes, the manual should be of interest to everyone working in population and development.

Descriptors:

Family Planning Information; Agricultural Approach; Communication; Programme Planning; Materials Preparation; Audio-Visual Aids; Manual; Philippines.

Source:

Communication Foundation for Asia, R. Magsaysay Blvd., Sta. Mesa
P.O. Box 5M-434,
Manila, Philippines

Osmania University. Department of Non-Formal Adult Continuing Education.
Discussional themes for motivating adults for N.A.E.P.; a few illustrations. Hyderabad, 1979. 19 p.

The lack of motivation on the part of the illiterate and poor adults for learning usually hampers the effective implementation of literacy and other developmental programmes. This lack of interest in learning is due to the loss of credibility in many developmental programmes which undertake activities that do not result in the immediate [illegible]filment of the learner's basic [illegible]. Apathy for learning of modern things mostly generate from lack of relevance to their immediate needs and interests. A learner can be drawn into any learning activity only when it is oriented to seeking solutions for his anxieties. This booklet enumerates themes or messages which motivate the peole to be effectively involved in any development programme. It will help development extension and literacy workers to understand better and acquire skills on how to integrate the ideas and practices he is promoting into the existing needs, interests, and problems of his target audience. The booklet enumerates various themes such as literacy acquisition, improving incomes, utilization of meagre resources, indebtedness, village development, gainful employment, free wealth, self reliance, child care, and cooperation. The discussion of each theme presents a strategy of identifying messages which will generate a spontaneous reaction and interest for the audience. It in turn will result in criticial thinking and action towards improving their conditions.

Descriptors:

Adult Education Programmes; Motivation; Illiterate Adults.

Source:

Department of Non-Formal Adult Continuing Education

Osmania University
Hyderabad, India

Papua New Guinea. Department of Primary Industry. Training Branch.

Rural life development: course outline. Konedobu, 1977. 46 p.

Developed by the Training Branch of the Department of Primary Industry in Papua New Guinea, this course outline aims to: (1) introduce the subject of rural life development; (2) discuss its relationship to agricultural education and training for rural development; and (3) examine the curriculum with a view to stimulating student ideas and contributions on the objectives, content and activities in the course. The course is divided into four units: (1) Unit 1: Food and Human Nutrition; (2) Unit 2: Community Health; (3) Unit 3: Family Resource Management; and (4) Unit 4: Rural Life Development Extension. All of the concepts in each unit provide easy entry points for population education concepts. The last unit focuses more on the methodologies with regard to motivation, learning and communication skills, problem solving skills, and extension process.

Descriptors:

Curriculum Outline; Rural Education; Community Health; Nutrition; Resources Development; Pacific Countries.

Source:
Training Branch
Department of Primary Industry
Konedobu, Papua New Guinea

Philippines. Ministry of Education and Culture.

Report on the Regional Training Workshop on Instructional Materials Development in Out-of-School Population Education, Nueva Ecija, Philippines, 18-29 June 1979. Organized by Unesco Regional Office for Education in Asia and Oceania in cooperation with Ministry of Education and Culture (Philippines). Manila, 1979. 1 vol. (various pagings).

Over the years, some countries in the region have already developed instructional materials integrating population education in different development programmes, whereas other countries are finding it difficult to do so due to shortage of trained manpower. This lack of trained personnel in materials development has proven to be one of the major obstacles in the promotion and dissemination of population education in the out-of-school education sector. To attend to this problem, a seminar-workshop was organized by Unesco Population Education Programme Service in the Philippines in June 1979 for 19 participants from Asian countries. A result of this workshop is this report which does not only present the experiences of the participants regarding the development of curriculum and instructional materials in their respective countries but details the techniques and processes followed by them in developing actual prototype materials.

Also considered as an instructional material, this report includes: (a) the process on how to determine the problems and needs of the target audiences using a baseline survey questionnaire; (b) the plan in developing the prototype materials which based on the results of survey, consist of identifying content, objectives, users, format and layout, type of materials and the actual production procedures; and (c) the pre-testing and post-testing survey instruments and the results of the surveys. The final part appends all the prototype materials ranging from comics, posters, charts, to booklets, and self-instructional modules showing how pupulation education concepts can be integrated into Green Revolution, health and sanitation, food and nutrition, poultry farming, cottage industries and others. This report is very useful in providing users with concrete instances and "how-to" tips on what to consider and what to avoid in developing materials, based on pre-tests and post-tests results and how population education can be integrated into various developmental messages.

Descriptors:

Materials Preparation; Lesson Plans; Programmed Instruction; Out-of-School Youth; Out-of-School Mothers; Popular Farming; Vegetable Gardening; Dress-Making; Teaching Guide; Asia.

Source:

Office for Non-Formal Education
Ministry of Education and Culture
Arroceros Street,
Manila, Philippines

Srinivasan, Lyra.

Workshop ideas for family planning education. New York, World Education, 1975. 1 packet of materials.

This attractively packaged materials is intended to help trainers equip both family planning workers and teachers for their job of motivating, informing, and educating rural people. Used during training workshops, the packet contains five tested strategies for the difficult task of reaching and engaging adults in creating awareness and acceptance of family planning and population education. These strategies include: (a) warming up, clarifying initial expectations and exploring self-concepts, value and attitudes; (b) looking at differences in visual perception; (c) understanding resistance to change; (d) experiencing didactic and participatory approaches; and (e) finding one's way among a range of family planning materials. The overall goal of these strategies is to clarify values and evoke critical thinking. In this process, learners are not passive recipients of messages but active decision-makers. The strategies and instructional materials come in colourful and visually appealing booklets and cards, grouped under leader's guides and participant activities.

Descriptors:

Training Materials; Teachers; Family Planning Field Workers.

Source:

World Education
1414 Sixth Avenue
New York, N.Y. 10019, U.S.A.

Thailand. Ministry of Education. Division of Adult Education.
Functional Literacy and Family Life Planning Project; text and teachers' manual. Bangkok, 1976. 194 p.

In the literacy programme developed by the Division of Adult Education in Thailand, the learners are not given a textbook. Instead, participants received a card at each session. These gradually mount up to form a type of text. The cards have a picture for discussion on one side and a short text on the other with spaces in which they practice writing words. An English language copy of this text with the information for teachers is available in limited numbers. Of particular interest is the very concrete and functional approach of this programme. Topics which are brought up include rice farming, use of fertilizers, identifications of good seed, basic health and maternity information, simple investment and marketing facts. These topics are integrated with some family planning and population information. However, the basic thrust of this material is that, only by improving all relevant aspects of life such as nutrition and maternal health, only then will the family be ready to consider their family size and its limitation.

Descriptors:
Functional Literacy; Family Life Education; Study Guide; Teaching Guide; Thailand

Source:
Adult Education Division
Department of Non-Formal Education
Ministry of Education
Rajdamnern Avenue,
Bangkok 3, Thailand

University of Massachusetts. Centre for International Education.
Collaboration for materials development, by Arlen Etling. Amherst, Centre for International Education, University of Massachusetts, 1977. 49 p. (Training notes series, no. 2).

This monograph is intended for consultants and resource persons who provide assistance to country programmes in their non-formal education activities, specifically in the development of materials. It discusses the significant issues which the author, Arlen Etling, have encountered in collaborating a materials development workshop on non-formal education in Indonesia. This monograph does not only emphasize the product of materials development but also focuses on the role of the outside resource person in catalyzing local initiative to resolve local materials development needs. The author identified six dimensions which guided her approach to non-formal education in Indonesia: (1) learner-centered; (2) cafeteria curriculum; (3) informal human relationship; (4) reliance on local resources; (5) immediate usefulness; (6) and low level of structure. She gives a step-by-step account of how she conducted the project in the form of a collaborator checklist ranging from preparatory activities to establishing her credibility and usefulness and to transfering her skills in workshop organization and materials development. It is a very useful guide

for consultants who provide the facilitator role. The successful collaboration is supported by the actual products developed during the workshop. These include eight materials. Two board simulation games and six skill practice games.

Descriptors:

Materials Preparation; Simulation; Games; Programme Facilitator Role; Workshop Report; Indonesia.

Source:
Centre for International Education
Hills House South
University of Massachusetts
Amherst, Mass. 01003, U.S.A.

World Education.

AIM: a creative approach to teaching adults. New York, 1977. 58 p.

Developed in the United States for the country's ever increasing illiterate adults, this training material makes use of an approach which can be used or adapted for the non-formal education programmes of developing countries in Asia. This approach is called AIM, an acronymn for apperception-interaction method. AIM starts with the belief that non-formal education for adults, if it is to be successful, must address itself to the specific needs and problems that learners face in their daily lives. Teachers must begin, therefore, by looking at life from the learner's point of view. The lesson starts with photographs. Learners look at it carefully, then relate their own feelings and experiences to what they see *(apperception)*. The picture sets the mood for class discussion. Then everyone explores together the particular problem suggested by the story. No solution is presented; the story invites learners to propose one. By sharing their thoughts, learners gain self confidence and develop their ability to express their own idea. They learn from each other and encourage each other *(interaction)*. The manual consists of eight to ten stories accompanied by very symbolic and emotionally laden photographs. These serve as springboard for discussion. Another section gives the guides to the use of the stories. It describes why and how these materials were made, and how they have been used. The materials are not prepackaged curriculum, nor are they a series of didactic lessons. They are flexible tools for stimulating a very heterogenous group of students to learn from each other and for helping teachers to diagnose learner needs and interests.

Descriptors:

Materials Preparation; Audio-Visual Aids; Discussion Methods; Teaching Methods.

Source:
World Education
1414 Sixth Avenue
New York, N.Y. 10019, U.S.A.

World Education.

From the field: tested participatory activities for trainers, comp. by Catherine D. Crone and Carman St. John Hunter. New York, 1980. 148 p.

People learn best by doing and then reflecting on what happened. Learners are actually shaping their own experience, values and view of the world. Learners will bring into their own lives those things that enable them to do something they need and reject what they don't need. Education based on these ideas is called *learner-centered or participatory*. This sourcebook contains teching/learning activities that are 'participatory'. Prepared by trainers for trainers, the manual is for those who train teachers, community organizers, 'facilitators' of adult learning, and others in the practice of non-formal education for community development. The exercises included have been used successfully in various parts of the world by consultants and experts in the non-formal sector. The exercises have been divided into five groups: (a) *Becoming a learning group* describes how to help trainees increase self-awareness, develop trust and cooperation among themselves, and examine their expectations of the workshop; (b) *Discovering needs* describes ways for participants to collect information from and about their learners, and to see how their view of learners' needs may differ from the learners' own views;(c) *Choosing and using methods and materials* is about getting trainees to experience a wide variety of techniques and materials that ecourage learner participation; (d) *Evaluating impact and results* describes how programme staff can assess learning activities in terms of how well they fill the objectives of the learners; (e) *Planning and field-testing participatory learning activities* provides a model for helping the trainees themselves to plan a series of learning activities and then carry out those activities with a group of learners.

Descriptors:
Participatory Learning Activities; Training Techniques; Training; Teacher Trainers; Community Leaders; Programme Facilitators; Manual.

Source:
World Education
1414 Sixth Avenue
New York, N.Y. 10019, U.S.A.

World Education
Perspectives on non-formal adult learning, by Lyra Srinivasan. New York, 1977. 122 p. (Functional education for individual community, and national development.)

This book is a departure from any publications on the non-formal education which focus on the organizational aspects. Rather, this book emphasizes more the learning *processes* of non-formal education. Presenting examples primarily drawn from non-formal education programmes in Thailand, Philippines, Ethiopia, Bangladesh, Ghana, and Turkey, the book explores three approaches to non-formal education; (1) the need to strengthen the problem-solving capacity of learners; (2) the need to equip them with coping skills to deal more effectively with their environment; (3) the need to develop the individual's inner potential as basis for practical action. Learning theories of Illich, Paulo Freire, Rogers, Maslow, Bruner, Skinner and Knowle are examined along with their implications for adult education programmes. Various group learning techniques and strategies are des-

cribed in general. Specific examples are given of what the author calls problems-solving models, projective models and expressive/creative models for non-formal education. Examples of lessons, exercises, forms for recording feedback and other materials from many programmes are given such as exercises on self-awareness, communication sensitivity, human relations, learner's participation, projective studies, etc. Although the book is entitled *Non-formal adult learning,* it applies equally to out-of-school adolescents. A rich resource which is recommended for general reading, it includes two examples from population education in the non-formal settings.

Descriptors:

Training Techniques; Problem-Solving; Self-Actualizing Approach; Projective Approach; Group Instruction.

Source:

World Education
1414 Sixth Avenue
New York, N.Y. 10019, U.S.A.

World Education

Puppets and population, by Bil Baird. New York, 1972. 95 p.

The assumption of this book is that the illiterate adult has problem of perception. It is difficult for him to attribute meaning to symbols. World Education, in their many activities, has helped them grapple with the printed word by providing a great variety of audio-visual aids. In their experience with developing countries, a number of these audio-visual aids have to be discarded for one reason or another except puppetry. Puppetry, to be accepted, however, should come from a trusted source. This booklet has been written as one practical and effective tool for the adult education and literacy worker. The book first presents the advantages and uses of puppetry and how it stimulates the involvement of the whole community. The most useful part of this book is the presentation of a puppet play, entitled 'Small Family, Happy Family' which the literacy worker can easily adopt because of its wide applicability. The play also provide puppeteers with instructions on how to elicit audience participation and stimulate interaction between the audience and the puppets. It also gives the workers some easy directions or procedures to follow in making the puppets and the puppet stage parts.

Descriptors:

Puppets; Audio-Visual Aids; Adult Education; Functional Literacy; Plays.

Source:

World Education
1414 Sixth Avenue
New York, N.Y. 10019, U.S.A.